

**Department of Germanic and Romance Studies**  
**Syllabus of GE Courses**

The GE courses proposed by the Department of Germanic and Romance Studies are not stand-alone. They must be done in progression according to the order specified in the following table. Since most of these courses are language courses, students have to attain a particular level to do the next level course. The courses are of 4 credits (Consisting of 4 Lectures and 1 Tutorial/week) each and a student completing 28 credits opting for 7 of the same language course can obtain a minor in the given language. The progression of courses is given below:

100 LEVEL	GE 1 - Basic Communicative French 1
100 LEVEL	GE 2 - Basic Communicative French 2
200 LEVEL	GE 3 - Intermediate Communicative French (1)
200 LEVEL	GE 4 - Intermediate Communicative French (2)
300 LEVEL	GE 5 - Advanced Communicative French (1)
300 LEVEL	GE 6 - Advanced Communicative French (2)
300 LEVEL	GE 7 - Studying French through Texts (1)
300 LEVEL	GE 8 - Studying French through Texts (2)
400 LEVEL	GE 9 - Basic Translation Skills in French
400 LEVEL	GE 10 - History of France and the Francophone World
400 LEVEL	GE 11 - Introduction to Life in France and French-speaking Countries
400 LEVEL	GE 12 - Reading Literature in French

**Generic Elective-3 (GE-3)**  
**Intermediate Communicative French (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		
Intermediate Communicative French (1)	4	3	1	0	Successfully completed GE-1 & 2	Successfully completed GE-1 & 2

Total No. 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
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<b>GE-3</b> <b>Intermediate Communicative French (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing intermediate level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>Enable learners to listen to and understand texts related to the learner's field of interest.</li> <li>Equip learners To answer questions on the text.</li> <li>Develop skills to describe and relate events, to express one's feelings and opinion.</li> <li>Enable learners To ask and answer questions related to one's field of interest.</li> <li>Impart skills To read and understand texts related to the learner's field of interest. To answer questions on the text.</li> <li>To write texts describing and relating events, expressing one's feelings and opinion.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>partially attain A2 Level of Listening, speaking, reading and writing skills in the concerned language</li> <li>understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li> <li>Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li> <li>cope with less routine situations in public spaces while obtaining goods and availing services.</li> <li>read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
Listening: understanding 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. Speaking: Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc. Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
Reading: Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented Writing: Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends,	

service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu. Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text. Developing sufficient understanding of phonological specificities of French to help learners articulate and read more independently predicting pronunciation of unknown words.	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the French and the Francophone world.	
<b>Practical component (if any)</b>	
<b>References :</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Mater Anaïs, Mathieu-Benoit Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « <i>Cosmopolite- A2 Méthode de français</i> », Hachette Français langue étrangère, 2017 Dossiers 1-4.</li> <li>2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « <i>L'Atelier-A2, Méthode de français</i> », Les Éditions DIDIER, France, 2019, Unités 1-4.</li> <li>3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « <i>Défi- 2 Méthode de français</i> », Éditions Maison des Langues, 2018, Unités 5-8.</li> <li>4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « <i>Odyssée- A2, Méthode de français</i> », CLÉ International, France, 2021, Unités 1-6.</li> <li>5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Airelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFI), Veldeman-Abry Julie (phonétique) : « <i>Edito-A2 Méthode de français (2<sup>e</sup> édition)</i> », Editions DIDIER FLE, 2022, Unités 1-6.</li> <li>6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « <i>Cosmopolite- A2 Cahier d'activités</i> », Hachette Français langue étrangère, 2017 Dossiers 1-4.</li> <li>7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « <i>L'Atelier- A2, Cahier d'activités</i> », Les Éditions DIDIER, France, 2019, Unités 1-4.</li> <li>8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFI) : « <i>Défi- 2 Cahier d'exercices</i> », Éditions Maison des Langues, 2018, Unités 1-4.</li> <li>9. Chanéac-Knight Laëtitia : « <i>Odyssée- A2, Cahier d'activités</i> », CLÉ International, France, 2021, Unités 1-6.</li> <li>10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « <i>Edito- A2 Cahier d'activités</i> », Les Éditions DIDIER FLE, 2022, Unités 1-6.</li> <li>11. Hirschsprung Nathalie : « <i>Préparation à l'examen du DELFI A2</i> », Hachette, 2007.</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

**Generic Elective-4 (GE-4)**  
**Intermediate Communicative French (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		
Intermediate Communicative French (2)	4	3	1	0	Successfully completed GE-1, 2 & 3	Successfully completed GE-1, 2 & 3

Total No. 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

<p style="text-align: center;"><b>GE-4</b>  <b>Intermediate Communicative French (2)</b></p>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To hone intermediate level listening, speaking, reading and writing skills in order to develop more confident language users.</li> <li>To Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly</li> <li>Provides learners with basic debating and presentation skills</li> <li>Impart skills to read and understand longer texts related to socio-cultural issues.</li> <li>Develop the capacity to answer questions in one's own words on texts related to socio-cultural issues.</li> <li>To equip students to write detailed descriptions based on an event or one's own experiences and impressions.</li> </ul>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> <li>attain A2 Level of listening, speaking, reading and writing skills in the concerned language</li> <li>listen and to understand radio and TV programs.</li> <li>answer questions on programmes recorded across various audio-visual media.</li> <li>express one's opinion and give one's point of view in a structured manner.</li> <li>read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.</li> <li>write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>

<p>Listening</p> <p>Understanding main points presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.</p> <p>Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Speaking</p> <p>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 skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Reading and 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, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment</p> <p>Reading, analysing and summarising texts/articles on different social issues or current affairs.</p> <p>Writing: 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.</p> <p>Describing and comparing education systems/ 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.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.</p> <p>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, fairly developed sense of various moods, tenses and voices etc.</p> <p>Developing sufficient understanding of phonological specificities and intonations of French to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>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.</p>	

Awareness of the salient politeness conventions for acting and responding appropriately.	
<b>Practical component (if any)</b>	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Mater Anaïs, Mathieu-Benoît Émilie, Hirschsprung Nathalie, Mous Nelly, Tricot Tony : « <i>Cosmopolite- A2 Méthode de français</i> », Hachette Français langue étrangère, 2017 Dossiers 1-4.</li> <li>2. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine : « <i>L'Atelier-A2, Méthode de français</i> », Les Éditions DIDIER, France, 2019, Unités 1-4.</li> <li>3. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, Briet Geneviève, Collige-Neueschwander Valérie (capsules de phonétique), Fouillet Raphaëlle (précis de grammaire) : « <i>Défi- 2 Méthode de français</i> », Éditions Maison des Langues, 2018, Unités 5-8.</li> <li>4. Bredelet A., Bufferne M., Mègre B., Rodrigues W. M. : « <i>Odyssée- A2, Méthode de français</i> », CLÉ International, France, 2021, Unités 1-6.</li> <li>5. Fafa Clémence, Gajdosova Florence, Horquin Alexandra, Pasquet Airelle, Perrard Marion, Petitmengin Violette, Sperandio Caroline, Dodin Marlène (DELFL), Veldeman-Abry Julie (phonétique) : « <i>Edito-A2 Méthode de français (2<sup>e</sup> édition)</i> », Editions DIDIER FLE, 2022, Unités 1-6.</li> <li>6. Cocton Marie-Noëlle, Marolleau Émilie, Pommier Émilie, Ripaud Delphine: « <i>Cosmopolite- A2 Cahier d'activités</i> », Hachette Français langue étrangère, 2017 Dossiers 1-4.</li> <li>7. Cocton Marie-Noëlle (coordination pédagogique), Pommier Émilie, Ripaud Delphine, Rabin Marie : « <i>L'Atelier- A2, Cahier d'activités</i> », Les Éditions DIDIER, France, 2019, Unités 1-4.</li> <li>8. Biras Pascal, Denyer Monique, Gloanec Audrey, Witta Stéphanie, de Rongé Camille (phonétique), Verhulst Nancy (phonétique), Horquin Alexandra (DELFL) : « <i>Défi- 2 Cahier d'exercices</i> », Éditions Maison des Langues, 2018, Unités 1-4.</li> <li>9. Chanéac-Knight Laëtitia : « <i>Odyssée- A2, Cahier d'activités</i> », CLÉ International, France, 2021, Unités 1-6.</li> <li>10. Amoravain Roxane, Blasco Valérie, Gatin Marie, Lions-Olivieri Marie-Laure : « <i>Edito-A2 Cahier d'activités</i> », Les Éditions DIDIER FLE, 2022, Unités 1-6.</li> <li>11. Hirschsprung Nathalie : « <i>Préparation à l'examen du DELF A2</i> », Hachette, 2007.</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

### Generic Elective-5 (GE-5)

#### Advanced Communicative French (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/		

				<b>Practice</b>		
<b>Advanced Communicative French (1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed GE-1, 2, 3 and 4</b>	<b>Successfully completed GE-1, 2, 3 and 4</b>

<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

<b>GE-5 Advanced Communicative French (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing threshold level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>Partially attain B1 Level of Listening, speaking, reading and writing skills in the concerned language.</li> <li>listen and understand radio and TV programs of long duration related to contemporary social issues.</li> <li>identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner</li> <li>express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.</li> <li>read and understand argumentative texts related to contemporary issues.</li> <li>identify and summarize the main arguments in texts related to contemporary issues in one's own words.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
<b>Listening:</b> 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	



Speaking: 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	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
Reading: Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints. Unit 2 Writing: 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 etc.	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
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 French and Latin American 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 specificities and intonations of French to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
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 French and Francophone communities	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « <i>Cosmopolite- B1 Méthode de français</i> », Hachette Français langue étrangère, 2018 Dossiers 1-4.</li> <li>2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « <i>L'Atelier-B1, Méthode de français</i> », Les Éditions DIDIER, France, 2020, Unités 1-5.</li> <li>3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « <i>Défi- 3 Méthode de français</i> », Éditions Maison des Langues, 201, Unités 1-4.</li> <li>4. Bredelet A., Mègre B., Rodrigues W. M. : « <i>Odyssée-B1, Méthode de français</i> », CLÉ International, France, 2018, Unités 1-6.</li> <li>5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « <i>Edito-B1 Méthode de français (2<sup>e</sup> édition)</i> », Editions DIDIER FLE, 2022, Unités 1-6.</li> <li>6. Mater Anaïs, Mathieu-Benoit Émilie t: « <i>Cosmopolite- B1 Cahier d'activités</i> », Hachette Français langue étrangère, 2018 Dossiers 1-4.</li> </ol>	



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 provided by the Department.

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

### Generic Elective-6 (GE-6) Advanced Communicative French (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		
Advanced Communicative French (2)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4, 5	Successfully completed GE-1, 2, 3 and 4, 5

Total No. 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

#### GE-6 Advanced Communicative French (2)

##### Learning Objectives:

- The course focuses on developing independent language users by honing advanced level language skills.
- 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.

<ul style="list-style-type: none"> <li>• Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.</li> <li>• Develop required skills to prepare specialised written documents/reports/summaries, book reviews for academic and professional needs.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>• attain B1 Level of listening, speaking, reading and writing skills in the concerned language.</li> <li>• listen and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.</li> <li>• discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.</li> <li>• debate in depth on a wide range of issues related or not related to the learner's field of interest.</li> <li>• read and understand a number of specialized texts dealing with the same subject, related or not related to the learner's field of interest.</li> <li>• summarize the main points of texts in writing in one's own words</li> <li>• present a written synthesis of the texts read in a structured manner.</li> <li>• write texts on a wide range of topics whether they are related or not to the learner's field of interest.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
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. Speaking: 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.	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
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. Writing: Writing term papers on various topics/project reports, preparing news reports, blog writing, writing applications, formal/professional communications on a wide range of topics, wall magazines, editorials/brochures, newsletters etc.	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
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 French	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>

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 France and Francophone countries.	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « <i>Cosmopolite- B1 Méthode de français</i> », Hachette Français langue étrangère, 2018 Dossiers 1-4.</li> <li>2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « <i>L'Atelier-B1, Méthode de français</i> », Les Éditions DIDIER, France, 2020, Unités 1-5.</li> <li>3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « <i>Défi- 3 Méthode de français</i> », Éditions Maison des Langues, 201, Unités 1-4.</li> <li>4. Bredelet A., Mègre B., Rodrigues W. M. : « <i>Odyssée-B1, Méthode de français</i> », CLÉ International, France, 2018, Unités 1-6.</li> <li>5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « <i>Edito-B1 Méthode de français (2<sup>e</sup> édition)</i> », Editions DIDIER FLE, 2022, Unités 1-6.</li> <li>6. Mater Anaïs, Mathieu-Benoit Émilie : « <i>Cosmopolite- B1 Cahier d'activités</i> », Hachette Français langue étrangère, 2018 Dossiers 1-4.</li> <li>7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « <i>L'Atelier- B1, Cahier d'activités</i> », Les Éditions DIDIER, France, 2020, Unités 1-5.</li> <li>8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « <i>Défi- 3 Cahier d'exercices</i> », Éditions Maison des Langues, 2019, Unités 1-4.</li> <li>9. Brito Amélie, Bucher Emilie: « <i>Odyssée- B1, Cahier d'activités</i> », CLÉ International, France, 2021, Unités 1-6.</li> <li>10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « <i>Edito- B1 Cahier d'activités</i> », Les Éditions DIDIER FLE, 2018, Unités 1-6.</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

**Generic Elective-7 (GE-7)**  
**Studying French through Texts (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		
Studying French through Texts (1)	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

<b>GE-7</b> <b>Studying French through Texts (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>Develop the capacity to understand and analyze different text types, identifying their key features, structures, and language choices.</li> <li>Develop an understanding of various text genres (e.g., news articles, essays, poems, social media posts) and their defining characteristics.</li> <li>Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li> <li>Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>read and understand short literary and non-literary texts in French.</li> <li>critically evaluate the form and content of short literary and non-literary texts.</li> <li>Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Shorter narrative forms</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of shorter narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote)	
<b>UNIT II: Poetry</b>	<b>12 Hours</b>
Study of both form and content of various types of poetic texts, such as sonnets, ballads, elegies, songs, slams etc. Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of comic strips or semi-literary forms such as essays, commentary, informative/descriptive texts on history, geography, economy, culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of short newspaper articles, blogs, etc. Develop basic reading comprehension skills by learning to apply different strategies based on the text type.	
<b>References</b> Any of the text books given below may be prescribed:	

1. F. Allouache, N. Blondeau, (2016), *Littérature progressive de la francophonie* - Niveau débutant, Paris: Clé International.
2. Jean-Louis Joubert, (1997), *Littérature Francophone Anthologie*, Paris: Cideb.
3. Michel Brix, (2014), *Histoire de la littérature française : Voyage guidé dans les lettres du X<sup>e</sup> au XX<sup>e</sup> siècle*, Paris, Bruxelles: De Boeck.

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.**

## Generic Elective-8 (GE-8)

### Studying French through 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		
Studying French through Texts (2)	4	3	1	0	Successfully completed GE-1, 2, 3, 4 and 5	Successfully completed GE-1, 2, 3, 4 and 5

Total No. 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

#### GE-8 Studying French through Texts-2

##### Learning Objectives:

- Develop the capacity to understand and analyze longer text types, identifying their key features, structures, and language choices.
- Develop an understanding of various text genres (e.g., journal articles, essays, novels, etc.) and their defining characteristics.
- Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts
- Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis

##### Learning Outcomes:

At the end of the semester, students will be able to:

- read and understand literary and non-literary texts in French.
- critically evaluate the form and content of literary and non-literary texts.

<ul style="list-style-type: none"> <li>Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of longer narrative texts written in prose form (Eg. novels, biographies, autobiographies, travelogues etc.)	
<b>UNIT II: Dramatic Texts</b>	<b>12 Hours</b>
Study the form and content of plays, farces, etc. Study of the specificity of the dramatic form, dramatic devices, and conventions of various dramatic genres such as tragedy, comedy, tragi-comedy, etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of graphic novels, or semi-literary forms such as articles in journals, commentary, informative/descriptive texts on civilisation and culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of editorials, opinion pieces and other argumentative texts. Develop stronger reading comprehension skills by learning to apply different strategies based on the text type.	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. F. Allouache, N. Blondeau, <i>Littérature progressive de la francophonie</i> - Niveau intermédiaire, F Clé International, Paris, 2016.</li> <li>2. Jean-Louis Joubert, <i>Littérature Francophone Anthologie</i>, Cideb, 1997.</li> <li>3. Michel Brix, I, De Boeck, Bruxelles, Paris, 2014</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

**Generic Elective-9 (GE-9)**  
**Basic Translation Skills in French**

**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		
Basic Translation Skills in French	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

GE-9 Basic Translation Skills in French	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Familiarise students with language for specific purposes.</li> <li>Familiarise students with the techniques of translation.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>do scientific and technical translation, and translation of canonical texts.</li> <li>make word glossaries in the above fields.</li> <li>read parallel literature on texts chosen for translation.</li> <li>develop awareness of machine translation and its limitations.</li> <li>develop awareness about ethics and accountability in translation.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>9 Hours</b>
Study of language used in industries such as hospitality, tourism, banking, and business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).	
<b>UNIT II</b>	<b>9 Hours</b>
Scientific and technical translation.	
<b>UNIT III</b>	<b>9 Hours</b>
Introducing the students to the techniques of translation. Making of word glossaries in the above fields.	
<b>UNIT IV:</b>	<b>9 Hours</b>
Machine translation and its limitations. Ethics and accountability in translation.	
<b>UNIT V</b>	<b>9 Hours</b>
Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia Contexts.	
Essential and Recommended readings <ol style="list-style-type: none"> <li>Bassnett, S. (2002). <i>Translation Studies</i>. New York: Routledge.</li> <li>Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator training</i>. Amsterdam: John Benjamins Publishing.</li> <li>Munday, Jeremy. (2012). <i>Introducing Translation Studies, Theories and Applications</i>. New York: Routledge.</li> <li>Malmkjaer, Kirsten, et al. (2011). <i>The Oxford Handbook of Translation Studies</i>. Oxford: OUP.</li> <li>Baker, Mona. (2011). <i>In Other Words. A Course Book in Translation</i>. New York: Routledge.</li> <li>Jones, Michele H. (2014). <i>The Beginning Translator's Workbook</i>. New York. Toronto: University Press of America.</li> </ol>	



7. 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 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.**

### Generic Elective-10 (GE-10)

#### History of France and the Francophone 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		
History of France and the Francophone World	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

#### GE-10

#### History of France and the Francophone World

##### Learning Objectives

- Develop an understanding of major historical events that have shaped France from the medieval to the 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 evidence of historical events.

##### Learning Outcomes:

- Familiarize students with the major social, political and cultural events from the medieval to the 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.

<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
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 1.5. Reformation 1.6. Absolute Monarchy	
<b>UNIT II</b>	<b>12 Hours</b>
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.	
<b>UNIT III</b>	<b>12 Hours</b>
3.1 The Belle époque 3.2 The First World War 3.3 France between the Wars 3.4 The Second World War and Decolonisation 3.5 Major developments of the Vth Republic	
<b>UNIT IV:</b>	<b>9 Hours</b>
4.1 Contemporary France and its relations with the French-speaking world, including its policy towards immigration. 4.2 European Union	
Essential and Recommended readings <ul style="list-style-type: none"> <li>• Guillaume Devin et Guillaume Courty, (2010), <i>La construction européenne, La Découverte</i>, Paris: coll. Repères.</li> <li>• Jean Thoraval et al, (1967), <i>Les Grandes Etapes De La Civilisation Française</i>, Paris : Bordas.</li> <li>• Jean Meyer, Jean Tarrade, Annie Rey-Goldzeiguer, (1991), <i>Histoire de la France coloniale, en trois volumes</i>, Paris : Armand Colin, coll. Agora.</li> <li>• Marc Ferro, (1996), <i>Histoire des colonisations. Des conquêtes aux indépendances. 13e au 20<sup>e</sup> siècle</i>, Paris: Seuil.</li> <li>• Pascal Blanchard, (2012), <i>La France noire : Présences et migrations des Afriques. des Amériques et de l'océan indien en France</i>, Paris : Editions de la Découverte.</li> </ul> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

### Generic Elective-11 (GE-11)

#### Introduction to Life in France and 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 (if any)
		Lecture	Tutorial	Practical/ Practice		

Introduction to Life in France and French-speaking Countries	4	3	1	0	<b>Successfully completed GE-1, 2, 3, 4, 5 and 6</b>	<b>Successfully completed GE-1, 2, 3, 4, 5 and 6</b>
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Total No. 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

GE-11	
Introduction to Life in France and French-speaking Countries	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>The course initiates learners to the culture and civilization of France and French-speaking countries.</li> <li>Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, and physical geography of France and the Francophone countries.</li> <li>Introduces the students to the great thinkers of France and other Francophone countries in the areas of literature, cinema, art, etc.</li> <li>Enables students to understand and analyse cultural aspects of the French and Francophone Countries and develops intercultural competence amongst students.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Understand the historical, political, economic, cultural and social specificities of various French Speaking Countries</li> <li>Analyse various civilisational aspects of the French-speaking countries, such as their education systems, home, family, leisure activities, festivals, politics, food, culture and literary movements etc.</li> <li>Develop intercultural competence to engage with French Speaking Countries.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
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.	
<b>UNIT II</b>	<b>15 Hours</b>
Great thinkers of France and other Francophone countries.	
<b>UNIT III</b>	<b>15 Hours</b>
Introduction to literature, cinema, art of France and other Francophone countries	
Essential and Recommended readings: <ul style="list-style-type: none"> <li>Belhabib, Assia (2008) <i>Langues, littératures, civilisations des pays francophones</i>. Ponts/Ponti Présences du mythe. Le français à l'université.</li> <li>Jeffroy, Géraldine et Unter, Bulles De France, Les stéréotypes et l'interculturel en BD, FLE,</li> </ul>	

- Mauchamp, Nelly , (2014), *La France De Toujours – Civilisation*, CLE International, Paris.
- Noutchié Njiké, Jackson, (2005), *Civilisation progressive de la Francophonie : Avec 350 activités, Niveau avancé*, Paris : CLE International.
- Silva Ochoa, Haydée, (2007), *Langues, littératures, civilisations des pays francophones, Ponts/Ponti 5: Enfances. Le français à l'université*.

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.**

## Generic Elective-12 (GE-12)

### Reading Literature in French

#### 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		
Reading Literature in French	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

#### GE-12 Reading Literature in French

##### Learning Objectives

- 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 the 19th century up to the contemporary period (21st century).

##### Learning Outcomes:

The Learning Outcomes of this course are as follows:

- 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.

<ul style="list-style-type: none"> <li>Equip students with the necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, and Naturalism.</p> <p>The selection can be made from the works of the following writers: Chateaubriand, Alphonse de Lamartine, Alfred de Vigny, Victor Hugo, Prosper Mérimée, Honoré de Balzac, Stendhal, George Sand, Gustave Flaubert, Guy de Maupassant, Emile Zola etc.</p>	
<b>UNIT II</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the 20th Century, such as Dadaism, Surrealism, Existentialism, Absurd theatre, New Novel, OULIPO, Postmodernism, Neo-Realism, etc.</p> <p>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, Patrick Modiano, Annie Ernaux, Anna Gavalda, Jean-Marie Gustave Le Clézio etc.</p>	
<b>UNIT III</b>	<b>15 Hours</b>
<p>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.</p>	
<p>Essential and Recommended readings</p> <ul style="list-style-type: none"> <li>D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents, Du Moyen Age au 20e siècle, 5 volumes</i>, collection dirigée par Henri Mitterrand, Paris : Nathan.</li> <li><i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier.</li> <li>Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français-Niveau avancé</i>, Paris : CLE International</li> <li>Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International.</li> <li>Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française : les textes essentiels</i>, Paris : Hachette</li> <li>Jean-Louis Joubert, (1997), <i>Littérature Francophone Anthologie</i>, Paris : Cideb.</li> <li>Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3 ème édition</i>, Québec : Beauchemin.</li> <li>Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan.</li> </ul> <p>Additional material may be provided by the Department.</p>	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**Department of Germanic and Romance Studies**  
**Syllabus of GE Courses**

The GE courses proposed by the Department of Germanic and Romance Studies are not stand-alone. They must be done in progression according to the order specified in the following table. Since most of these courses are language courses, students have to attain a particular level to do the next level course. The courses are of 4 credits (Consisting of 4 Lectures and 1 Tutorial/week) each and a student completing 28 credits opting for 7 of the same language course can obtain a minor in the given language. The progression of courses is given below:

100 LEVEL	GE 1: Basic Communicative German 1
100 LEVEL	GE 2: Basic Communicative German 2
200 LEVEL	GE 3: Intermediate Communicative German (1)
200 LEVEL	GE 4: Intermediate Communicative German (2)
300 LEVEL	GE 5: Advanced Communicative German (1)
300 LEVEL	GE 6: Advanced Communicative German (2)
300 LEVEL	GE 7: Studying German through Texts (1)
300 LEVEL	GE 8: Studying German through Texts (2)
400 LEVEL	GE 9: Basic Translation Skills in German
400 LEVEL	GE 10: History of Germany and the German-speaking World
400 LEVEL	GE 11: Introduction to Life in Germany and German-speaking
400 LEVEL	GE 12: Reading Literature in German

**Generic Elective-3 (GE-3)**  
**Intermediate Communicative German (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		
Intermediate Communicative German (1)	4	3	1	0	Successfully completed GE-1 & 2	Successfully completed GE-1 & 2

	<b>Distribution of total credits</b>				
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<b>Total No. Credits</b>	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>	<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
4	3	1	0	45	15	0	60

<b>GE-3</b> <b>Intermediate Communicative German (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The course focuses on developing intermediate level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>• Enable learners to listen to and understand texts related to the learner's field of interest.</li> <li>• Equip learners to answer questions on the text.</li> <li>• Develop skills to describe and relate events, to express one's feelings and opinion.</li> <li>• Enable learners to ask and answer questions related to one's field of interest.</li> <li>• Impart skills to read and understand texts related to the learner's field of interest. To answer questions on the text.</li> <li>• To write texts describing and relating events, expressing one's feelings and opinion.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>• partially attain A2 Level of Listening, speaking, reading and writing skills in the concerned language</li> <li>• understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li> <li>• develop the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li> <li>• cope with less routine situations in public spaces while obtaining goods and availing services.</li> <li>• read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>• write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>



<p>Listening: understanding 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.</p> <p>Speaking:</p> <p>Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence</p> <p>Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc.</p> <p>Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented</p> <p>Writing: Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.</p> <p>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</p> <p>Developing sufficient understanding of phonological specificities of German to help learners articulate and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the German speaking countries.	
<b>References</b> Any of the text books given below may be prescribed:	

1. Dengler, S., Sieber, T., Rusch, P., & Schmitz, H. (2020). Netzwerk neu: A2.1. Klett Verlag.
2. Evans, S., Pude, A., & Specht, F. (2012). Menschen: Deutsch als Fremdsprache. Kursbuch. A2.1. Hueber Verlag.
3. Billina, A. (2012). Lesen & Schreiben A2. Hueber Verlag.
4. Funk, H., Kuhn, C., Nielsen, L., & Von Eggeling, R. M. (2021). Das Leben - Deutsch als Fremdsprache - A2. Cornelsen Verlag.
5. Billina, A., Brill, L. M., & Techmer, M. (2019). Wortschatz & Grammatik. Hueber Verlag.
6. Jin, F., & Voß, U. (2020). Grammatik aktiv Üben, Hören, Sprechen A1-B1: Mit PagePlayer-App inkl. Audios. Cornelsen Pädagogik.
7. Geiger, S., & Dinsel, S. (2021). Deutsch Übungsbuch Grammatik A2-B2. Hueber Verlag.
8. Brüseke, R. (2018). Grammatik leicht A2: Grammar and Practice / Zweisprachige Ausgabe Deutsch – Englisch. Hueber Verlag.
9. Rusch, P., & Schmitz, H. (2007). Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1.
10. Gerbes, J., & Van Der Werff, F. (2007). Fit fürs Goethe-Zertifikat: Start Deutsch: Hueber Verlag.
11. Schaefer, B., & Van Der Werff, F. (2017). Fit fürs Goethe-Zertifikat A2: Deutschprüfung für Erwachsene. Hueber.

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.

### Generic Elective-4 (GE-4) Intermediate Communicative German (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		
Intermediate Communicative German (2)	4	3	1	0	Successfully completed GE-1, 2 & 3	Successfully completed GE-1, 2 & 3

	<b>Distribution of total credits</b>				
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<b>Total No. Credits</b>	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>	<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
4	3	1	0	45	15	0	60

<b>GE-4</b> <b>Intermediate Communicative German (2)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To hone intermediate level listening, speaking, reading and writing skills in order to develop more confident language users.</li> <li>To equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.</li> <li>Provide learners with basic debating and presentation skills.</li> <li>Impart skills to read and understand longer texts related to socio-cultural issues.</li> <li>Develop the capacity to answer questions in one's own words on texts related to socio-cultural issues.</li> <li>To equip students to write detailed descriptions based on an event or one's own experiences and impressions.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>attain A2 Level of listening, speaking, reading and writing skills in the concerned language</li> <li>listen and understand radio and TV programs.</li> <li>answer questions on programmes recorded across various audio-visual media.</li> <li>express one's opinion and give one's point of view in a structured manner.</li> <li>read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.</li> <li>write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
Listening Understanding main points presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	

<p>Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p>Speaking</p> <p>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 skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Reading and 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, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment</p> <p>Reading, analysing and summarising texts/articles on different social issues or current affairs.</p> <p>Writing: 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.</p> <p>Describing and comparing education systems/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.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/interests and familiar topics related to culture and civilisation.</p> <p>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, fairly developed sense of various moods, tenses and voices etc.</p> <p>Developing sufficient understanding of phonological specificities and intonations of German to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
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 for acting and responding appropriately.

### References

Any of the text books given below may be prescribed:

1. Dengler, S., Sieber, T., Rusch, P., & Schmitz, H. (2020). Netzwerk neu: A2.2. Klett Verlag.
2. Evans, S., Pude, A., & Specht, F. (2012). Menschen: Deutsch als Fremdsprache. Kursbuch. A2.2. Hueber Verlag.
3. Billina, A. (2012). Lesen & Schreiben A2. Hueber Verlag.
4. Funk, H., Kuhn, C., Nielsen, L., & Von Eggeling, R. M. (2021). Das Leben - Deutsch als Fremdsprache - A2. Cornelsen Verlag.
5. Billina, A., Brill, L. M., & Techmer, M. (2019). Wortschatz & Grammatik. Hueber Verlag.
6. Geiger, S., & Dinsel, S. (2021). Deutsch Übungsbuch Grammatik A2-B2. Hueber Verlag.
7. Jin, F., & Voß, U. (2020). Grammatik aktiv Üben, Hören, Sprechen A1-B1: Mit PagePlayer-App inkl. Audios. Cornelsen Pädagogik.
8. Brüseke, R. (2018). Grammatik leicht A2: Grammar and Practice / Zweisprachige Ausgabe Deutsch – Englisch. Hueber Verlag.
9. Rusch, P., & Schmitz, H. (2007). Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1.
10. Gerbes, J., & Van Der Werff, F. (2007). Fit fürs Goethe-Zertifikat: Start Deutsch: Hueber Verlag.
11. Schaefer, B., & Van Der Werff, F. (2017). Fit fürs Goethe-Zertifikat A2: Deutschprüfung für Erwachsene. Hueber.

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## Generic Elective-5 (GE-5)

### Advanced Communicative German (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		
Advanced Communicative German (1)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4	Successfully completed GE-1, 2, 3 and 4

Total No. 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

<p style="text-align: center;"><b>GE-5</b></p> <p style="text-align: center;"><b>Advanced Communicative German (1)</b></p>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>The course focuses on developing threshold level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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..</li> </ul>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> <li>Partially attain B1 Level of Listening, speaking, reading and writing skills in the concerned language.</li> <li>listen and understand radio and TV programs of long duration related to contemporary social issues.</li> <li>identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner</li> <li>express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.</li> <li>read and understand argumentative texts related to contemporary issues.</li> <li>identify and summarize the main arguments in texts related to contemporary issues in one's own words.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>

<p>Listening:</p> <p>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.</p> <p>Speaking: 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.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.</p> <p>Unit 2</p> <p>Writing: 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 etc.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>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 in the context of German speaking countries.</p> <p>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.</p> <p>Developing good understanding of phonological specificities and intonations of German to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.</p> <p>Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of German speaking countries.</p>	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p>	



1. Pilaski, A., & Wirth, K. (2021). Netzwerk neu: B1. Ernst Klett Sprachen.
2. Das Leben B1: Gesamtband - Kurs- und Übungsbuch und Lizenzcode für BlinkLearning (14 Monate für Lernende): Im Paket. (2023).
3. Braun-Podeschwa, J., Habersack, C., & Pude, A. (2019). Menschen: Kursbuch, B1. Hueber.
4. Rusch, P. (2021). Netzwerk neu B1. Intensivtrainer: Deutsch als Fremdsprache.
5. Jin, F., & Voß, U. (2020). Grammatik aktiv Üben, Hören, Sprechen A1-B1: Mit PagePlayer-App inkl. Audios. Cornelsen Pädagogik.
6. Rusch, P., & Schmitz, H. (2007). Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1.
7. Schaefer, B., & Van Der Werff, F. (2019). Schritte international neu: Niveau B1.
8. Prüfungsheft Zertifikat B1 : mit Audios online : Deutschprüfung für Erwachsene / Brigitte Schaefer, Frauke van der Werff. Hueber.
9. Gerbes, J. (2013). Fit fürs Zertifikat B1: Fit fürs Zertifikat B1 : Deutschprüfung für Erwachsene; [Tipps und Übungen]
10. Billina, A. (2017). Lesen & Schreiben B1. Hueber.
11. Billina, A. (2019). Hören & sprechen B1. Hueber.

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.

### Generic Elective-6 (GE-6) Advanced Communicative German (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		
Advanced Communicative German (2)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4, 5	Successfully completed GE-1, 2, 3 and 4, 5

Total No. 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

<p style="text-align: center;"><b>GE-6</b></p> <p style="text-align: center;"><b>Advanced Communicative German (2)</b></p>	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• The course focuses on developing independent language users by honing advanced level language skills.</li> <li>• Impart required skill to understand specialised audio-visual material within and outside his/her field</li> <li>• Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</li> <li>• 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.</li> <li>• Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.</li> <li>• Develop required skills to prepare specialised written documents/reports/summaries, book reviews for academic and professional needs.</li> </ul>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"> <li>• attain B1 Level of listening, speaking, reading and writing skills in the concerned language.</li> <li>• listen and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.</li> <li>• discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.</li> <li>• debate in depth on a wide range of issues related or not related to the learner's field of interest.</li> <li>• read and understand a number of specialized texts dealing with the same subject, related or not related to the learner's field of interest.</li> <li>• summarize the main points of texts in writing in one's own words</li> <li>• present a written synthesis of the texts read in a structured manner.</li> <li>• write texts on a wide range of topics whether they are related or not to the learner's field of interest</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
<p>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.</p> <p>Speaking: 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 German speaking countries, production of audio-video clips/Making detailed oral presentations.</p>	

<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>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.</p> <p>Writing: Writing term papers on various topics/project reports, preparing news reports, blog writing, writing applications, formal/professional communications on a wide range of topics, wall magazines, editorials/brochures, newsletters etc.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.</p> <p>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.</p> <p>Developing clear, natural, pronunciation and intonation in German.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>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.</p> <p>Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of German speaking countries.</p>	
<b>Practical component (if any) – 50%</b>	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p> <ol style="list-style-type: none"> <li>1. Pilaski, A., &amp; Wirth, K. (2021). Netzwerk neu: B1. Ernst Klett Sprachen.</li> <li>2. Das Leben B1: Gesamtband - Kurs- und Übungsbuch und Lizenzcode für BlinkLearning (14 Monate für Lernende): Im Paket. (2023).</li> <li>3. Braun-Podeschwa, J., Habersack, C., &amp; Pude, A. (2019). Menschen: Kursbuch, B1. Hueber.</li> <li>4. Rusch, P. (2021). Netzwerk neu B1. Intensivtrainer: Deutsch als Fremdsprache.</li> <li>5. Jin, F., &amp; Voß, U. (2020). Grammatik aktiv Üben, Hören, Sprechen A1-B1: Mit PagePlayer-App inkl. Audios. Cornelsen Pädagogik.</li> <li>6. Rusch, P., &amp; Schmitz, H. (2007). Einfach Grammatik: Übungsgrammatik Deutsch A1 bis B1.</li> <li>7. Schaefer, B., &amp; Van Der Werff, F. (2019). Schritte international neu: Niveau B1.</li> <li>8. Prüfungsheft Zertifikat B1 : mit Audios online : Deutschprüfung für Erwachsene / Brigitte Schaefer, Frauke van der Werff. Hueber.</li> <li>9. Gerbes, J. (2013). Fit fürs Zertifikat B1: Fit fürs Zertifikat B1 : Deutschprüfung für Erwachsene; [Tipps und Übungen]</li> </ol>	

10. Billina, A. (2017). Lesen & Schreiben B1. Hueber. 11. Billina, A. (2019). Hören & sprechen B1. Hueber. Additional material may be provided by the Department.
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Generic Elective-7 (GE-7)  
Studying German through Texts (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		
Studying German through Texts (1)	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

GE-7 Studying German through Texts (1)
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>Develop the capacity to understand and analyze different text types, identifying their key features, structures, and language choices.</li><li>Develop an understanding of various text genres (e.g., news articles, essays, poems, social media posts) and their defining characteristics.</li></ul>

<ul style="list-style-type: none"> <li>Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li> <li>Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>read and understand short literary and non-literary texts in German.</li> <li>critically evaluate the form and content of short literary and non-literary texts.</li> <li>Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Shorter narrative forms</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of shorter narrative genres, (Eg. short story, fable, chronicle, myth, novella, tales, anecdote)	
<b>UNIT II: Poetry</b>	<b>12 Hours</b>
Study of both form and content of various types of poetic texts, such as sonnets, ballads, elegies, songs, slams, rap etc.  Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as elegie, sonnet, ode, free verse etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of comic strips or documentary forms such as essays, commentary, informative/descriptive texts on history, geography, economy, culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of short newspaper articles, blogs, etc. Develop basic reading comprehension skills by learning to apply different strategies based on the text type.	
<b>Practical component (if any)</b>	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>Aspekte Neu Ute Koithan, Ralf-Peter Lösche, Helen Schmitz, Tanja Sieber, Ralf Sonntag, Ulrike Moritz KlettLangenscheidt, 2014</li> </ol>	

2. Fortgeschrittene Erwachsene / B1-B2 online-Übungen <http://www.klett-sprachen.de/aspekteneu/r-388/15#reiter=titel> 3.
3. Auf neuen Wegen Dietrich Eggers, Claudia Wiemer, Evelyn Müller-Küppers, Inge Zöllner, Eva-Maria Willkop Hueber, 2002
4. AusBlick 2/3 Anni Fischer-Mitziviris, Uta Loumiotis Hueber, 2011
5. Jugendliche und junge Erwachsene im In- und Ausland mit Vorkenntnissen / B1-C1 Internetrecherche/ thematische Links/ online-Übungen <https://shop.hueber.de/de/catalogsearch/result/?q=Ausblick>
6. Berliner Platz 4 NEU: Deutsch im Alltag und Beruf Susan Kaufmann, Anna Pilaski, Margret Rodi, Lu
7. Angelika Allmann, Ein Gewinn für alle. Auf Tour in München. Lektüre mit digitalen Extras

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.

### Generic Elective-8 (GE-8) Studying German through 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		
Studying German through Texts (2)	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

### GE-8 Studying German through Texts-2

<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Develop the capacity to understand and analyze longer text types, identifying their key features, structures, and language choices.</li> <li>• Develop an understanding of various text genres (e.g., journal articles, essays, novels, etc.) and their defining characteristics.</li> <li>• Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li> <li>• Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>• read and understand literary and non-literary texts in German.</li> <li>• critically evaluate the form and content of literary and non-literary texts.</li> <li>• Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>• understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of longer narrative texts written in prose form (Eg. novels, biographies, autobiographies, travelogues etc.)	
<b>UNIT II: Dramatic Texts</b>	<b>12 Hours</b>
Study the form and content of plays, farces, etc. Study of the specificity of the dramatic form, dramatic devices, and conventions of various dramatic genres such as tragedy, comedy, tragi-comedy, etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of graphic novels, or semi-literary forms such as articles in journals, commentary, informative/descriptive texts on civilisation and culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of editorials, opinion pieces and other argumentative texts. Develop stronger reading comprehension skills by learning to apply different strategies based on the text type.	
<b>Practical component (if any)</b>	
<b>References</b>	



Any of the text books given below may be prescribed:

1. Julia Brodt: Ein Semester in Köln: Ein Roman zum Deutschlernen. Deutsch lernen mit Geschichten über das Leben in Deutschland (2024)
2. Andreea Farmache, Regine Grosser, Claudia Hanke, Klaus F. Mautsch, Ilse Sander, Daniela Schmeiser, Udo Tellmann DaF im Unternehmen A1Kurs- und Übungsbuch mit Audios und Filmen. Deutsch als Fremdsprache (DaF), Deutsch als Zweitsprache (DaZ)
3. Gotthold Ephraim Lessing
4. Carina Janas
5. Nathan der Weise.

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.

**Generic Elective-9 (GE-9)**  
**Basic Translation Skills in German**

**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		
Basic Translation Skills in German	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

**GE-9**  
**Basic Translation Skills in German**

<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Familiarise students with language for specific purposes.</li> <li>• Familiarise students with the techniques of translation.</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Enable students to do scientific and technical translation, and translation of canonical texts.</li> <li>• Help students to make word glossaries in the above fields.</li> <li>• Enable students to read parallel literature on texts chosen for translation.</li> <li>• Sensitise students towards machine translation and its limitations.</li> <li>• Develop awareness about ethics and accountability in translation.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>9 Hours</b>
Study of language used in industries such as hospitality, tourism, banking, and business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).	
<b>UNIT II</b>	<b>9 Hours</b>
Scientific and technical translation.	
<b>UNIT III</b>	<b>9 Hours</b>
Introducing the students to the techniques of translation. Making of word glossaries in the above fields.	
<b>UNIT IV:</b>	<b>9 Hours</b>
Machine translation and its limitations. Ethics and accountability in translation.	
<b>UNIT V</b>	<b>9 Hours</b>
Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia Contexts.	
<b>Practical component (if any)</b>	
Essential and Recommended readings <ul style="list-style-type: none"> <li>• Humphery, R. (2009). <i>Uni-Wissen, Grundkurs Übersetzen Deutsch-Englisch</i>, Berlin: Klett, Berlin.</li> <li>• Stolze, Radegundis. (2009). <i>Fachübersetzen-Ein Lehrbuch für Theorie und Praxis</i>. Vol. 89. Frank &amp; Timme GmbH.</li> </ul>	

- Koller, Werner, and Kjetil Berg Henjum. (2020). *Einführung in die Übersetzungswissenschaft*. utb GmbH.
- Kußmaul, P. (2014). *Verstehen und übersetzen: ein Lehr-und Arbeitsbuch*. Narr Francke Attempto Verlag.
- Bassnett, Susan. (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.
- 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.

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.

### Generic Elective-10 (GE-10)

#### History of Germany and 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		
History of Germany and German-speaking Countries	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

<b>GE-10</b> <b>History of Germany and German-speaking Countries</b>	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• Develop an understanding of major historical events that have shaped Germany from the medieval to the contemporary period.</li> <li>• Critically engage with German fascism and its aftermath</li> <li>• Familiarize students with techniques and strategies to analyse historical documents as evidence of historical events.</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>• Familiarize students with the major social, political and cultural events from the medieval to contemporary period.</li> <li>• Develop a critical perspective of Germany's fascist past and its relations with its neighbours.</li> <li>• Provide a good understanding of Contemporary Germany and German-speaking Countries.</li> <li>• Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
1.1 Beginnings of German History 1.2 Germany in the early, high and later middle ages 1.3 Reformation and Counter-Reformation	
<b>UNIT II</b>	<b>12 Hours</b>
2.1 Absolutism 2.2 Impact of the French Revolution 2.3 Unification of Germany 2.4 Germany under Bismarck	
<b>UNIT III</b>	<b>12 Hours</b>
3.1 The Weimar Republic: origins to collapse 3.2 The consolidation of Hitler's power 3.3 Holocaust, resistance and defeat	
<b>UNIT IV:</b>	<b>9 Hours</b>
4.1 The creation of the two Germanies 4.2 Politics, economy and society in East and West Germany	

4.3 The revolution of 1989 and the unification of Germany	
4.4 German politics and Europe	
<b>Practical component (if any)</b>	
Essential and Recommended readings <ul style="list-style-type: none"> <li>• Jäger, W. (2010). Kursbuch Geschichte 02. Von 1945 bis zur Gegenwart. Schülerbuch Baden-Württemberg.</li> <li>• Göbel, W. (2004). Abiturwissen Geschichte - Das Dritte Reich.</li> <li>• Mai, M. (2009). Deutsche Geschichte. Beltz &amp; Gelberg</li> <li>• Wunderer, H. (2012). Fit fürs Abi: Geschichte. Oberstufenwissen.</li> <li>• Vogt, M. (2016). Deutsche Geschichte: Von den Anfängen bis zur Gegenwart. Springer-Verlag.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Generic Elective-11 (GE-11)**  
**Introduction to Life in Germany and 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		
Introduction to Life in Germany and German-speaking Countries	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

<b>GE-11</b> <b>Introduction to Life in Germany and German-speaking Countries</b>	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>• The course initiates learners to the culture and civilization of Germany and German-speaking countries.</li> <li>• Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, and physical geography of Germany and German-speaking countries.</li> <li>• Introduces the students to the great thinkers of Germany and other German-speaking countries in the areas of literature, cinema, art, etc.</li> <li>• Enables students to understand and analyse cultural aspects of Germany and German-speaking Countries and develops intercultural competence amongst students.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Understand the historical, political, economic, cultural and social specificities of various German-speaking Countries</li> <li>• Analyse various civilisational aspects of the German-speaking countries, such as their education systems, home, family, leisure activities, festivals, politics, food, culture and literary movements etc.</li> <li>• Develop intercultural competence to engage with German-speaking Countries.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
Basic knowledge of various cultural and civilisational aspects of Germany and German-speaking 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.	
<b>UNIT II</b>	<b>15 Hours</b>
Great thinkers of Germany and other German-speaking countries.	
<b>UNIT III</b>	<b>15 Hours</b>
Introduction to literature, cinema, art of Germany and other German-speaking countries	
<b>Practical component (if any)</b>	
Essential and Recommended readings: <ul style="list-style-type: none"> <li>• Pilaski, A., Bolte-Costabiei, C., Fröhlich, B., &amp; Behal-Thomsen, H. (2013). Entdeckungsreise D-A-CH: Kursbuch zur Landeskunde. Klett Sprachen.</li> <li>• Butler, E., Kotas, O., Sturm, M., Sum, B., Wolf, N. E., &amp; Würtz, H. (2017). 100 Stunden Deutschland: Orientierungskurs Politik, Geschichte, Kultur. Klett.</li> <li>• Rundell, R. J. (2010). Langenscheidt, ed. Bilderbogen D-A-CH: Videoreportagen zur Landeskunde.</li> </ul>	

- Specht, F., Heuer, W., & Pasewalck, S. (2012). Zwischendurch mal Landeskunde: Deutsch als Fremdsprache. Kopiervorlagen. Hueber Verlag.
- Schote, J. (2011). Orientierungskurs: Grundwissen Politik, Geschichte und Gesellschaft in Deutschland.
- Berger, M. C., & Martini, M. (2006). Generation E: deutschsprachige Landeskunde im europäischen Kontext. Ernst Klett Sprachen.
- Specht, F., Heuer, W., & Pasewalck, S. (2012). Zwischendurch mal Landeskunde: Deutsch als Fremdsprache. Kopiervorlagen. Hueber Verlag.

Additional material may be provided by the Department.

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### Generic Elective-12 (GE-12) Reading Literature in German

#### 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		
Reading Literature in German	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5	Successfully completed GE-1, 2, 3, 4, 5

Total No. 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

<b>GE-12</b> <b>Reading Literature in German</b>
<b>Learning Objectives</b>

<p>To introduce the learners to different cultural and intellectual movements in German and German Speaking Europe from the 19th century up to the present (21st century).          Introduction to major German Speaking 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 Germany and German Speaking Europe from the 19th century up to the contemporary period (21<sup>st</sup> century).</p>	
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• The Learning Outcomes of this course are as follows:</li> <li>• Read, understand and analyse German Language literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century)</li> <li>• Develop skills to identify and analyse specific themes and questions dealt by writers, From the beginning of Modernity in Literature till post reunification Literature. Equip Students with the necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period.</li> </ul>	
<b>Syllabus: Essential and recommended readings</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, and Naturalism.</p> <p>The selection can be made from the works of the following writers:          Heinrich Heine, Georg Büchner, E.T.A. Hoffmann, Clemens Brentano, Bettina von Arnim, Annette von Droste-Hülshoff, Gerhart Hauptmann, Theodore Fontane etc.</p>	
<b>UNIT II</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the 20th 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: Thomas Mann, Hugo von Hofmannsthal, Erwin Piscator, Anna Seghers, Bertolt Brecht, Öden von Horvarth, Sarah Kirsch, Hermann Hesse, Heinrich Böll, Günter Grass, Christa Wolf, Uwe Timm, Bernhard Schlink, Juli Zeh, Ingeborg Bachmann, Julia Francke, Emine Sevgi Özdamar, Yoko Tawada etc.</p>	
<b>UNIT III</b>	<b>15 Hours</b>
<p>A selection of literary texts written by major German Language writers from the XIX century up to the contemporary Period:</p> <p>Heinrich Heine, Georg Büchner, E.T.A. Hoffmann, Clemens Brentano, Bettina von Arnim, Annette von Droste-Hülshoff, Gerhart Hauptmann, Theodore Fontane, Hugo von Hofmannsthal, Erwin Piscator, Anna Seghers, Bertolt Brecht, Öden von Horvarth, Sarah Kirsch, Hermann Hesse, Heinrich Böll, Günter Grass, Christa Wolf, Uwe Timm, Bernhard Schlink, Juli Zeh,</p>	



Ingeborg Bachmann, Julia Francke, Emine Sevgi Özdamar, Yoko Tawada, Jenny Erpenberg, etc.	
<b>Practical component (if any)</b>	
Essential and Recommended readings: <ul style="list-style-type: none"><li>• W. Roecke, M. Münkler (Hg.): Die Literatur im Übergang vom Mittelalter zur Neuzeit, Bd. 1, Wien u. München: Hanser (2004).</li><li>• Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart, 7. Aufl., Stuttgart u. Weimar: Metzler (2008).</li><li>• A New History of German Literature, Cambridge: Harvard University Press (2004).</li></ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Department of Germanic and Romance Studies**  
**Syllabus of GE Courses**

The GE courses proposed by the Department of Germanic and Romance Studies are not stand-alone. They must be done in progression according to the order specified in the following table. Since most of these courses are language courses, students have to attain a particular level to do the next level course. The courses are of 4 credits (Consisting of 4 Lectures and 1 Tutorial/week) each and a student completing 28 credits opting for 7 of the same language course can obtain a minor in the given language. The progression of courses is given below:

100 LEVEL	GE 1: Basic Communicative Spanish 1
100 LEVEL	GE 2: Basic Communicative Spanish 2
200 LEVEL	GE 3: Intermediate Communicative Spanish (1)
200 LEVEL	GE 4: Intermediate Communicative Spanish (2)
300 LEVEL	GE 5: Advanced Communicative Spanish (1)
300 LEVEL	GE 6: Advanced Communicative Spanish (2)
300 LEVEL	GE 7: Studying Spanish through Texts (1)
300 LEVEL	GE 8: Studying Spanish through Texts (2)
400 LEVEL	GE 9: Basic Translation Skills in Spanish
400 LEVEL	GE 10: History of Spain and the Spanish-speaking World
400 LEVEL	GE 11: Introduction to Life in Spain and Spanish-speaking Countries
400 LEVEL	GE 12: Reading Literature in Spanish

**Generic Elective-3 (GE-3)**

**Intermediate Communicative Spanish (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		
Intermediate Communicative Spanish (1)	4	3	1	0	Successfully completed GE-1 & 2	Nil

Total No. 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
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<b>GE-3</b> <b>Intermediate Communicative Spanish (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• The course focuses on developing intermediate level communicative competences building on the language skills acquired by students in the previous semesters.</li><li>• Enable learners to listen to and understand texts related to the learner's field of interest.</li><li>• Equip learners To answer questions on the text.</li><li>• Develop skills to describe and relate events, to express one's feelings and opinion.</li><li>• Enable learners To ask and answer questions related to one's field of interest.</li><li>• Impart skills To read and understand texts related to the learner's field of interest. To answer questions on the text.</li><li>• To write texts describing and relating events, expressing one's feelings and opinion.</li></ul>	
<b>Learning Outcomes:</b> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"><li>• partially attain A2 Level of Listening, speaking, reading and writing skills in the concerned language</li><li>• understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li><li>• Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li><li>• cope with less routine situations in public spaces while obtaining goods and availing services.</li><li>• read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li><li>• write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
Listening: understanding 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. Speaking: Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc. Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>

<p>Reading: Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented</p> <p>Writing: Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.</p> <p>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</p> <p>Developing sufficient understanding of phonological specificities of Spanish to help learners articulate and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Spanish and the Hispanic world.	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p> <ol style="list-style-type: none"> <li>1. Carmen Soriano, Corpas J. et al., «<i>Aula Internacional 2</i>», Casa Editora Difusión, Madrid, 2013</li> <li>2. Bodas Ortega, Mila, De Pedro García, Sonia, «<i>Nuevo Mañana A2</i>», Casa Editora Ananya, Barcelona, 2018</li> <li>3. Encina Alonso, Jaime Corpas, et al., <i>DIVERSO 2</i>, SGEL, Madrid, 2015</li> <li>4. Charo Cuadrado, Pilar Melero, et al., <i>PROTAGONISTAS A2</i>, Casa editora SM, 2018</li> <li>5. Sánchez Lobato, J., Concha Moreno García, et al., <i>Español sin fronteras 1</i>, SGEL, Madrid, 2007</li> <li>6. Bech, A., del Moral, F., et al., <i>El Cronómetro. nivel A2-B1</i> para escolares, Casa Editora Edinumen, Madrid, 2020</li> </ol> <p>Additional material may be provided by the Department.</p>	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Generic Elective-4 (GE-4)

### Intermediate Communicative Spanish (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		
Intermediate Communicative Spanish (2)	4	3	1	0	Successfully completed GE-1, 2 & 3	Nil

Total No. 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

GE-4 Intermediate Communicative Spanish (2)	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To hone intermediate level listening, speaking, reading and writing skills in order to develop more confident language users.</li> <li>To equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly</li> <li>Provides learners with basic debating and presentation skills</li> <li>Impart skills to read and understand longer texts related to socio-cultural issues.</li> <li>Develop the capacity to answer questions in one's own words on texts related to socio-cultural issues.</li> <li>To equip students to write detailed descriptions based on an event or one's own experiences and impressions.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>attain A2 Level of listening, speaking, reading and writing skills in the concerned language</li> <li>listen and to understand radio and TV programs.</li> <li>answer questions on programmes recorded across various audio-visual media.</li> <li>express one's opinion and give one's point of view in a structured manner.</li> <li>read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.</li> <li>write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
Listening Understanding main points presented in a talk/lecture/radio commentary/TV programme on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.	

<p>Understanding films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.</p> <p><b>Speaking</b></p> <p>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 skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p><b>Reading:</b> Reading and 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, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment</p> <p>Reading, analysing and summarising texts/articles on different social issues or current affairs.</p> <p><b>Writing:</b> 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.</p> <p>Describing and comparing education systems/ 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.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation.</p> <p>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, fairly developed sense of various moods, tenses and voices etc.</p> <p>Developing sufficient understanding of phonological specificities and intonations of Spanish to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>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.</p> <p>Awareness of the salient politeness conventions for acting and responding appropriately.</p>	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p> <ol style="list-style-type: none"> <li>1. Carmen Soriano, Corpas J. et al., «<i>Aula Internacional 2</i>», Casa Editora Difusión, Madrid,</li> </ol>	

2013

2. Bodas Ortega, Mila, De Pedro García, Sonia, «*Nuevo Mañana A2*», Casa Editora Ananya, Barcelona, 2018
3. Encina Alonso, Jaime Corpas, et al., *DIVERSO 2*, SGEL, Madrid, 2015
4. Charo Cuadrado, Pilar Melero, et al., *PROTAGONISTAS A2*, Casa editora SM, 2018
5. Sánchez Lobato, J., Concha Moreno García, et al., *Español sin fronteras 1*, SGEL, Madrid, 2007
6. Bech, A., del Moral, F., et al., *El Cronómetro. nivel A2-B1 para escolares*, Casa Editora Edinumen, Madrid, 2020

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.

### Generic Elective-5 (GE-5) Advanced Communicative Spanish (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		
Advanced Communicative Spanish (1)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4	Nil

Total No. 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

### GE-5 Advanced Communicative Spanish (1)

#### Learning Objectives:

- The course focuses on developing threshold level communicative competences building on the language skills acquired by students in the previous semesters.
- 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.

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>• Partially attain B1 Level of Listening, speaking, reading and writing skills in the concerned language.</li> <li>• listen and understand radio and TV programs of long duration related to contemporary social issues.</li> <li>• identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner</li> <li>• express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.</li> <li>• read and understand argumentative texts related to contemporary issues.</li> <li>• identify and summarize the main arguments in texts related to contemporary issues in one's own words.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
Listening: 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 Speaking: 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	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
Reading: Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints. Unit 2 Writing: 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 etc.	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
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 Spanish and Latin American 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 specificities and intonations of Spanish to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
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 Spanish and Hispano-American communities	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Carmen Soriano, Corpas J. et al., «<i>Aula Internacional 3</i>», Casa Editora Difusión, Madrid, 2013</li> <li>2. Bodas Ortega, Mila, De Pedro García, Sonia, «<i>Nuevo Mañana B1</i>», Casa Editora Ananya, Barcelona, 2018</li> <li>3. Encina Alonso, Jaime Corpas, et al., <i>DIVERSO 3</i>, SGEL, Madrid, 2015</li> <li>4. Charo Cuadrado, Pilar Melero, et al., <i>PROTAGONISTAS B1</i>, Casa editora SM, 2018</li> <li>5. Sánchez Lobato, J., Concha Moreno García, et al., <i>Español sin fronteras 2</i>, SGEL, Madrid, 2007</li> <li>6. Bech, A., del Moral, F., et al., <i>El Cronómetro. nivel A2-B1</i> para escolares, Casa Editora Edinumen, Madrid, 2020</li> </ol> Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Generic Elective-6 (GE-6)**  
**Advanced Communicative Spanish (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		
Advanced Communicative Spanish (2)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4, 5	Nil

Total No. 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
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<b>GE-6</b> <b>Advanced Communicative Spanish (2)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing independent language users by honing advanced level language skills.</li> <li>Impart required skill to understand specialised audio-visual material within and outside his/her field</li> <li>Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</li> <li>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.</li> <li>Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.</li> <li>Develop required skills to prepare specialised written documents/reports/summaries, book reviews for academic and professional needs.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>attain B1 Level of listening, speaking, reading and writing skills in the concerned language.</li> <li>listen and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.</li> <li>discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.</li> <li>debate in depth on a wide range of issues related or not related to the learner's field of interest.</li> <li>read and understand a number of specialized texts dealing with the same subject, related or not related to the learner's field of interest.</li> <li>summarize the main points of texts in writing in one's own words</li> <li>present a written synthesis of the texts read in a structured manner.</li> <li>write texts on a wide range of topics whether they are related or not to the learner's field of interest</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
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. Speaking: 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.	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
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. Writing: Writing term papers on various topics/project reports, preparing news reports, blog writing, writing applications, formal/professional communications on a wide range of topics, wall magazines, editorials/brochures, newsletters etc.	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
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	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
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 American countries.	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"><li>1. Carmen Soriano, Corpas J. et al., «<i>Aula Internacional 3</i>», Casa Editora Difusión, Madrid, 2013</li><li>2. Bodas Ortega, Mila, De Pedro García, Sonia, «<i>Nuevo Mañana B1</i>», Casa Editora Ananya, Barcelona, 2018</li><li>3. Encina Alonso, Jaime Corpas, et al., <i>DIVERSO 3</i>, SGEL, Madrid, 2015</li><li>4. Charo Cuadrado, Pilar Melero, et al., <i>PROTAGONISTAS B1</i>, Casa Editora SM, 2018</li><li>5. Sánchez Lobato, J., Concha Moreno García, et al., <i>Español sin fronteras 2</i>, SGEL, Madrid, 2007</li><li>6. Bech, A., del Moral, F., et al., <i>El Cronómetro. nivel A2-B1</i> para escolares, Casa Editora Edinumen, Madrid, 2020</li></ol> Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

Generic Elective-7 (GE-7)  
Studying Spanish through Texts (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		
Studying Spanish	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

through Texts (1)						
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Total No. Credits	Distribution of total credits			No. of Hours of Lectures	No. of Hours of Tutorials	No. of Hours of Practical	Total Hours of Teachin
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

<b>GE-7</b> <b>Studying Spanish through Texts (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Develop the capacity to understand and analyze different text types, identifying their key features, structures, and language choices.</li> <li>• Develop an understanding of various text genres (e.g., news articles, essays, poems, social media posts) and their defining characteristics.</li> <li>• Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li> <li>• Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>• read and understand short literary and non-literary texts in Spanish.</li> <li>• critically evaluate the form and content of short literary and non-literary texts.</li> <li>• Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>• understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Shorter narrative forms</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of shorter narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote)	
<b>UNIT II: Poetry</b>	<b>12 Hours</b>
Study of both form and content of various types of poetic texts, such as sonnets, ballads, elegies, songs, slams etc. Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of comic strips or semi-literary forms such as essays, commentary, informative/descriptive texts on history, geography, economy, culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>

Study and analysis of short newspaper articles, blogs, etc. Develop basic reading comprehension skills by learning to apply different strategies based on the text type.	
<b>References</b> Any of the text books given below may be prescribed: 1. Peinado, Juan Carlos ed. (2002) <i>Cuentos hispanoamericanos del siglo XX</i> , Salamanca, Salamanca: Anaya. 2. Gonzalez Pino, Ana María et al (2015) <i>Curso de Literatura</i> , Madrid, Edelsa 3. Merino, José María. (1998). <i>Cien años de cuentos (1989-1998)</i> Madrid, Madrid: Alfaguara Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

Generic Elective-8 (GE-8)  
Studying Spanish through 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		
Studying Spanish through Texts (2)	4	3	1	0	Successfully completed GE-1, 2, 3, 4 and 5	Successfully completed GE-1, 2, 3, 4 and 5

Total No. 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

GE-8 Studying Spanish through Texts-2	
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Develop the capacity to understand and analyze longer text types, identifying their key features, structures, and language choices.</li><li>• Develop an understanding of various text genres (e.g., journal articles, essays, novels, etc.) and their defining characteristics.</li><li>• Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li><li>• Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li></ul>	
<b>Learning Outcomes:</b>	

At the end of the semester, students will be able to:	
<ul style="list-style-type: none"> <li>• read and understand literary and non-literary texts in Spanish.</li> <li>• critically evaluate the form and content of literary and non-literary texts.</li> <li>• Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>• understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of longer narrative texts written in prose form (Eg. novels, biographies, autobiographies, travelogues etc.)	
<b>UNIT II: Dramatic Texts</b>	<b>12 Hours</b>
Study the form and content of plays, farces, etc. Study of the specificity of the dramatic form, dramatic devices, and conventions of various dramatic genres such as tragedy, comedy, tragi-comedy, etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of graphic novels, or semi-literary forms such as articles in journals, commentary, informative/descriptive texts on civilisation and culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of editorials, opinion pieces and other argumentative texts. Develop stronger reading comprehension skills by learning to apply different strategies based on the text type.	
<b>References</b> Any of the text books given below may be prescribed: <ol style="list-style-type: none"> <li>1. Peinado, Juan Carlos ed. (2002) <i>Cuentos hispanoamericanos del siglo XX</i>, Salamanca, Salamanca: Anaya.</li> <li>2. Gonzalez Pino, Ana María et al (2015) <i>Curso de Literatura</i>, Madrid, Edelsa</li> <li>3. Merino, José María. (1998). <i>Cien años de cuentos (1989-1998)</i> Madrid, Madrid: Alfaguara</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

## Generic Elective-9 (GE-9)

### Basic Translation Skills in Spanish

#### 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		
Basic Translation Skills in Spanish	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

GE-9 Basic Translation Skills in Spanish	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Familiarise students with language for specific purposes.</li> <li>Familiarise students with the techniques of translation.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>do scientific and technical translation, and translation of canonical texts.</li> <li>make word glossaries in the above fields.</li> <li>read parallel literature on texts chosen for translation.</li> <li>develop awareness of machine translation and its limitations.</li> <li>develop awareness about ethics and accountability in translation.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>9 Hours</b>
Study of language used in industries such as hospitality, tourism, banking, and business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).	
<b>UNIT II</b>	<b>9 Hours</b>
Scientific and technical translation.	
<b>UNIT III</b>	<b>9 Hours</b>
Introducing the students to the techniques of translation. Making of word glossaries in the above fields.	
<b>UNIT IV:</b>	<b>9 Hours</b>
Machine translation and its limitations. Ethics and accountability in translation.	
<b>UNIT V</b>	<b>9 Hours</b>
Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia Contexts.	
Essential and Recommended readings <ol style="list-style-type: none"> <li>Bassnett, S. (2002). <i>Translation Studies</i>. New York: Routledge.</li> <li>Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator training</i>. Amsterdam: John Benjamins Publishing.</li> <li>Munday, Jeremy. (2012). <i>Introducing Translation Studies, Theories and Applications</i>. New York: Routledge.</li> <li>Malmkjaer, Kirsten, et al. (2011). <i>The Oxford Handbook of Translation Studies</i>. Oxford: OUP.</li> <li>Baker, Mona. (2011). <i>In Other Words. A Course Book in Translation</i>. New York: Routledge.</li> <li>Jones, Michele H. (2014). <i>The Beginning Translator's Workbook</i>. New York. Toronto: University Press of America.</li> </ol>	

7. Lunn, Patricia et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
8. López Guix, Juan Gabriel. (2012). *Manual de Traducción Inglés – Castellano*, Madrid: Gedisa.

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.**

### Generic Elective-10 (GE-10)

### 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		
History of Spain and the Spanish Speaking World	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

#### GE-10

#### History of Spain and the Spanish Speaking World

##### Learning Objectives

- Develop an understanding of major historical events that have shaped Spain from the Roman times to the contemporary period.
- Critically engage with Spanish 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 evidence of historical events.

##### Learning Outcomes:

- Familiarize students with the major social, political and cultural events from the medieval to the contemporary period.
- Develop a critical perspective of the colonial past of Spain and its relations to its colonies.
- Provide a good understanding of Contemporary Spain and its relations with the Spanish 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.



<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
1.1 Romanization of Iberian Peninsula and its decline. 1.2 Arab contributions to Spanish culture (711-1492) 1.3. The Reconquest and The Catholic kings 1.4. Discovery of America and the Spanish empire 1.5. Golden Age in Spain	
<b>UNIT II</b>	<b>12 Hours</b>
2.1 Pre-Colombian Civilizations in America 2.2 Conquest of Azteca and Inca Empire 2.3 Colonization of Spanish America 2.4 Slavery and Mestizaje – Repercussions of Spanish Colonization	
<b>UNIT III</b>	<b>12 Hours</b>
3.1 Napoleonic Invasion and War of Independence in Spain 3.2 XIX century Spanish American Independence movements 3.3 Spanish Civil War and Post War Spain 3.4 Latin American dictatorships in XX century	
<b>UNIT IV:</b>	<b>9 Hours</b>
4.1 Contemporary Spain. 4.2 Contemporary Latin America	
Essential and Recommended readings 1. Fernández Álvarez, Manuel. (2011) <i>España, biografía de una nación</i> . Madrid: Espasa Libros SLU. 2. Fernández Álvarez, Manuel. (2008). <i>Pequeña historia de España</i> . Madrid: Espasa Libros SLU. 3. Hernández, Guillermo. (2008). <i>De la edad media a la actualidad</i> . Madrid: SGEL. 4. Quintana, M. (2007). <i>Historia de América Latina</i> . Madrid: Edinumen. 5. Vázquez, German and Martínez Díaz, Nelson, et al. (1998). <i>Historia de América Latina</i> , Madrid: SGEL. Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

### Generic Elective-11 (GE-11)

#### Introduction to Life in Spain and 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		
Introduction to Life in Spain and Spanish-speaking Countries	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

GE-11 Introduction to Life in Spain and Spanish-speaking Countries	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>The course initiates learners to the culture and civilization of Spain and Spanish-speaking countries.</li> <li>Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, and physical geography of Spain and Spanish-speaking countries.</li> <li>Introduces the students to the great thinkers of Spain and Spanish-speaking countries in the areas of literature, cinema, art, etc.</li> <li>Enables students to understand and analyse cultural aspects of the Spanish and Francophone Countries and develops intercultural competence amongst students.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Understand the historical, political, economic, cultural and social specificities of various Spain and Spanish Speaking Countries</li> <li>Analyse various civilisational aspects of the Spanish-speaking countries, such as their education systems, home, family, leisure activities, festivals, politics, food, culture and literary movements etc.</li> <li>Develop intercultural competence to engage with Spanish Speaking Countries.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
Basic knowledge of various cultural and civilisational aspects of Spain and Spanish-speaking 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.	
<b>UNIT II</b>	<b>15 Hours</b>
Great thinkers of Spain and Spanish-speaking countries	
<b>UNIT III</b>	<b>15 Hours</b>
Introduction to literature, cinema, art of Spain and Latin American countries	
Essential and Recommended readings: <ol style="list-style-type: none"> <li>Álvarez, Manuel Fernández. (2008). <i>Pequeña historia de España</i>. Madrid: Espasa Libros SLU.</li> <li>Samaniego A. Fabián, et al. (1998). <i>¡Dimelotú!</i> Fortworth: Holt, Rinchart and Winston.</li> <li>Alonso E. et al. (2007). <i>Gente joven: Curso de español para jóvenes</i>. Barcelona: Difusión.</li> <li>Chasteen, John Charles. (2001). <i>Born in blood and fire - A concise history of Latin America</i>. New York: Norton.</li> <li>Films: Dirs. Pedro Almodóvar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others.</li> <li>Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others</li> </ol> Additional material may be provided by the Department.	
<b>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</b>	

**Generic Elective-12 (GE-12)**  
**Reading Literature in Spanish**

**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		
Reading Literature in Spanish	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5 and 6	Successfully completed GE-1, 2, 3, 4, 5 and 6

Total No. 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

<b>GE-12</b> <b>Reading Literature in Spanish</b>	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To introduce the learners to different cultural and intellectual movements in Spanish and Latin American Literature from the 19th century up to the present (21st century).</li> <li>Introduction to major Spanish and Latin American writers and their works from the 19th century up to the contemporary period (21st century) along with the themes/questions they engage with.</li> <li>Developing a critical overview of literary and cultural evolution in Spain and Latin American countries from the 19th century up to the contemporary period (21st century).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>Read, understand and analyse Spanish and Latin American literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century)</li> <li>Develop skills to identify and analyse specific themes and questions dealt by writers, writing across various continents representing colonial and postcolonial experiences.</li> <li>Equip students with the necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
A selection of literary texts with a focus on the major cultural and intellectual movements of the 19th Century, such as Romanticism, Realism, Symbolism, and Naturalism. The selection can be made from the works of the following writers: Gustavo Adolfo Bécquer, Benito Pérez Galdós, José Zorrilla, Mariano José de Larra, Ricardo Palma, Gertrudis Gómez de Avellanada, Baldemero Lillo, etc.	

<b>UNIT II</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the first half of the 20th Century, such as Modernism, Existentialism, Surrealism, Absurd theatre, etc.</p> <p>The selection can be made from the works of the following writers: Miguel de Unamuno, Pio Baroja, Rubén Darío, José Martí, Antonio Buero Vallejo, Horacio Quiroga, Antonio Machado, Gabriela Mistral, Pablo Neruda, Camilo José Cela etc.</p>	
<b>UNIT III</b>	<b>15 Hours</b>
<p>A selection of literary texts written by major Spanish and Latin American writers from the second half of XX century up to the contemporary period focussing on major cultural and intellectual movements like Social Realism, New Novel, Postmodernism, Testimonial Literature, etc.</p> <p>Carmen Martín Gaité, Ana María Matute, Juan Rulfo, Gabriel García Márquez, Julio Cortázar, Juan Goytisolo, Javier Cercas, Almudena Grandes, Antonio Skarmeta, Isabel Allende, Cristina Peri-Rossi, Luisa Valenzuela, Severo Sarduy etc.</p>	
<p>Essential and Recommended readings</p> <ol style="list-style-type: none"> <li>1. Allende, I. (2016). <i>Cuentos de Eva Luna</i>. Plaza &amp; Janés.</li> <li>2. Bécquer, Gustavo Adolfo (2006) <i>Rimas</i>, Madrid, Cátedra Letras Hispánicas</li> <li>3. Buero Vallejo, Antonio. (1967). <i>El tragaluz</i>, Barcelona: Castalia</li> <li>4. Burns, Adelaida. ed. (1968). <i>Doce cuentistas españoles de la posguerra</i>. London: George G. Harrap.</li> <li>5. Gaos, Vicente (ed.) Antología del grupo poético de 1927 Madrid, Cátedra Letras Hispánicas</li> <li>6. Gómez de Avellaneda, Gertrudis (2005) <i>Sab</i>, Open Access, biblioteca.org.ar</li> <li>7. García Lorca, Federico. (1940, 1987). <i>Poeta en Nueva York</i>. Madrid: Cátedra</li> <li>8. Grandes, A. (1996). Modelos de mujer. (<i>No Title</i>).</li> <li>9. Márquez, G. G. (1977). <i>Todos los cuentos de Gabriel García Márquez</i>. Casa de las Americas.</li> <li>10. Martínez, José María (ed.) (2011) <i>Cuentos fantásticos del Romanticismo hispanoamericano</i>, Madrid, Cátedra Letras Hispánicas</li> <li>11. Mistral, Gabriela. (1941). “<i>Sur</i>”, Tala. Buenos Aires: Ed. Sur</li> <li>12. Neruda, Pablo. (1954, 2004). <i>Odas elementales</i>. Barcelona: Seix Barral</li> <li>13. Palma, Ricardo (2006), Tradiciones peruanas, Madrid, Cátedra Letras Hispánicas</li> <li>14. Paz, Octavio. (1969, 1998). <i>Ladera Este</i>. Barcelona: Galaxia Gutenberg.</li> <li>15. Pérez Galdos, Benito (1876) Doña Perfecta, Open Access, gutenberg.org</li> <li>16. Phillipps-López, Dolores (ed.) (2003) <i>Cuentos fantásticos modernistas de Hispanoamérica</i>, Madrid, Cátedra Letras Hispánicas</li> <li>17. Quiroga, Horacio. (1918, 2009). <i>Cuentos de la selva</i>. Jaén: Alcalá Grupo Editorial</li> <li>18. Skarmeta, Antonio. (1978). <i>No pasó nada</i>. Barcelona: Debolsillo</li> <li>19. Unamuno, Miguel de (1914) <i>La Niebla</i>. Open Access, web.uchile.cl</li> <li>20. Valenzuela, Luisa (2007) <i>Cambio de las armas</i>, Hanover, NH, Ediciones del norte</li> <li>21. Zorrilla, José (2006) <i>Don Juan Tenorio</i>, Madrid, Cátedra Letras Hispánicas</li> </ol> <p>Additional material may be provided by the Department.</p>	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**Department of Italianic and Romance Studies**  
**Syllabus of GE Courses**

The GE courses proposed by the Department of Germanic and Romance Studies are not stand-alone. They must be done in progression according to the order specified in the following table. Since most of these courses are language courses, students have to attain a particular level to do the next level course. The courses are of 4 credits (Consisting of 4 Lectures and 1 Tutorial/week) each and a student completing 28 credits opting for 7 of the same language course can obtain a minor in the given language. The progression of courses is given below:

100 LEVEL	GE 1: Basic Communicative Italian 1
100 LEVEL	GE 2: Basic Communicative Italian 2
200 LEVEL	GE 3: Intermediate Communicative Italian (1)
200 LEVEL	GE 4: Intermediate Communicative Italian (2)
300 LEVEL	GE 5: Advanced Communicative Italian (1)
300 LEVEL	GE 6: Advanced Communicative Italian (2)
300 LEVEL	GE 7: Studying Italian through Texts (1)
300 LEVEL	GE 8: Studying Italian through Texts (2)
400 LEVEL	GE 9: Basic Translation Skills in Italian
400 LEVEL	GE 10: History of Italy and the Italian-speaking World
400 LEVEL	GE 11: Introduction to Life in Italy and Italian-speaking Countries
400 LEVEL	GE 12: Reading Literature in Italian

**Generic Elective-3 (GE-3)**  
**Intermediate Communicative Italian (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		
Intermediate Communicative Italian (1)	4	3	1	0	Successfully completed GE-1 & 2	Successfully completed GE-1 & 2

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Total No. Credits	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)	No. of Hours of Lectures	No. of Hours of Tutorial	No. of Hours of Practical	Total Hours of Teaching
4	3	1	0	45	15	0	60

<b>GE-3</b> <b>Intermediate Communicative Italian (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing intermediate level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>Enable learners to listen to and understand texts related to the learner's field of interest.</li> <li>Equip learners To answer questions on the text.</li> <li>Develop skills to describe and relate events, to express one's feelings and opinion.</li> <li>Enable learners To ask and answer questions related to one's field of interest.</li> <li>Impart skills To read and understand texts related to the learner's field of interest. To answer questions on the text.</li> <li>To write texts describing and relating events, expressing one's feelings and opinion.</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>partially attain A2 Level of Listening, speaking, reading and writing skills in the concerned language</li> <li>understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.</li> <li>Develops the capacity to present and discuss topics, moving out of the immediate environment of the learners.</li> <li>cope with less routine situations in public spaces while obtaining goods and availing services.</li> <li>read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.</li> <li>write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>

<p><b>Listening:</b> understanding 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.</p> <p><b>Speaking:</b> Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one's field with some confidence Discussing topics moving out of the immediate environment of the students such as discussing film/book/advertisement, TV radio programmes, current issues, preparing and conducting an opinion poll, conducting an interview, working with songs, etc. Coping with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase, making a complaint, dealing with most situations likely to arise when making travel arrangements or when actually travelling.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p><b>Reading:</b> Reading and understanding relevant information in everyday material, such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognise significant points and line of argument in the treatment of the issue presented</p> <p><b>Writing:</b> Writing personal letters describing experiences, feelings and events in some detail, writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her everyday life, getting across comprehensibly the points he/she feels are important. Comparing headlines and presentation of news in different newspapers, analysing an editorial, writing a short story/anecdote and writing about feelings/impressions</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of good range of vocabulary for matters connected to one's field of interest and most general topics related to the socio-cultural milieu.</p> <p>Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text.</p> <p>Developing sufficient understanding of phonological specificities of Italian to help learners articulate and read more independently predicting pronunciation of unknown words.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and the Italophone world.	



**Practical component (if any)****References**

Any of the text books given below may be prescribed:

- Bali, Maria. Rizzo, Giovanna. (2012). *Espresso 2*. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.
- Corno, Dario. (2002). *Scrivere e comunicare*. Milano: Bruno Mondadori.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Frattegiani, M. Teresa. Baldelli, Rosella. (2009). *Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2*. Perugia: Guerra Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Guastalla, Carlo. (2004). *Giocare con la scrittura*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.
- Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Domani 3*, Firenze: Alma Edizioni.
- Marin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.
- Mezzadri, Marco, (2008). *Grammatica essenziale della lingua italiana con esercizi*. Guerra edizione, Perugia.
- Bailini, Sonia. Consonno, Silvia. (2002). *Ricette per parlare*. Firenze: Alma edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Guastalla, Carlo, Naddeo, Ciro Massimo. (2011). *Domani 2*. Firenze: Alma Edizioni.
- Tettamanti, Vittoria. Talini, Stefania. (2003). *Foto parlanti*. 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.

**Generic Elective-4 (GE-4)**  
**Intermediate Communicative Italian (2)**

**Credit distribution, Eligibility and Pre-requisites of the Course**

Course title & Code	Credits	Credit distribution of the course	Eligibility criteria	Pre-requisite of
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		Lecture	Tutorial	Practical/ Practice		the course (if any)
Intermediate Communicative Italian (2)	4	3	1	0	Successfully completed GE-1, 2 & 3	Successfully completed GE-1, 2 & 3

Total No. Credi ts				No. of Hours of Lectures	No. of Hours of Tutoria ls	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits )	Tutoria l (Credit s)	Pract ical (Cre dits)				
4	3	1	0	45	15	0	60

<p style="text-align: center;"><b>GE-4</b> <b>Intermediate Communicative Italian (2)</b></p>
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• To hone intermediate level listening, speaking, reading and writing skills in order to develop more confident language users.</li><li>• To Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly</li><li>• Provides learners with basic debating and presentation skills</li><li>• Impart skills to read and understand longer texts related to socio-cultural issues.</li><li>• Develop the capacity to answer questions in one’s own words on texts related to socio-cultural issues.</li><li>• To equip students to write detailed descriptions based on an event or one’s own experiences and impressions.</li></ul>
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"><li>• attain A2 Level of listening, speaking, reading and writing skills in the concerned language</li><li>• listen and to understand radio and TV programs.</li><li>• answer questions on programmes recorded across various audio-visual media.</li><li>• express one's opinion and give one's point of view in a structured manner.</li><li>• read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.</li><li>• write straightforward connected texts on a range of familiar subjects within ones field of interest, by linking a series of shorter discrete elements into a linear sequence.</li></ul>
<p><b>Syllabus:</b></p>

<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
<p><b>Listening</b> Understanding main points presented in a talk/lecture/radio commentary/TV programme 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 storyline, and which are delivered clearly in straightforward language.</p> <p><b>Speaking</b> 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 skit/debating or making oral presentations on various social issues/narrating one's experiences of foreign language learning/ explaining why something is a problem/giving brief comments on the views of others/comparing and contrasting alternatives/discussing what to do, where to go, who or which to choose.</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p><b>Reading:</b> Reading and 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, identifying the main conclusions in clearly signalled argumentative texts, understanding clearly written, straightforward instructions for a piece of equipment Reading, analysing and summarising texts/articles on different social issues or current affairs.</p> <p><b>Writing:</b> 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/ 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.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilisation. 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, fairly developed sense of various moods, tenses and voices etc. Developing sufficient understanding of phonological specificities and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words.</p>	

<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>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.</p> <p>Awareness of the salient politeness conventions for acting and responding appropriately.</p>	
<b>Practical component (if any)</b>	
<p><b>References</b></p> <p>Any of the text books given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Bali, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>, Firenze: Alma Edizioni.</li> <li>• Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>• Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo, Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni.</li> <li>• Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Generic Elective-5 (GE-5)  
Advanced Communicative Italian (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		
<b>Advanced Communicative Italian (1)</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed GE-1, 2, 3 and 4</b>	<b>Successfully completed GE-1, 2, 3 and 4</b>

Total No. Credits				No. of Hours of Lectures	No. of Hours of Tutorial	No. of Hours of Practical	Total Hours of Teaching
	Lecture (Credits)	Tutorial (Credits)	Practical (Credits)				
4	3	1	0	45	15	0	60

<b>GE-5</b> <b>Advanced Communicative Italian (1)</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>The course focuses on developing threshold level communicative competences building on the language skills acquired by students in the previous semesters.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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..</li> </ul>	
<b>Learning Outcomes:</b> At the end of the semester, students will be able to: <ul style="list-style-type: none"> <li>Partially attain B1 Level of Listening, speaking, reading and writing skills in the concerned language.</li> <li>listen and understand radio and TV programs of long duration related to contemporary social issues.</li> <li>identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner</li> <li>express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner.</li> </ul>	

<ul style="list-style-type: none"> <li>• read and understand argumentative texts related to contemporary issues.</li> <li>• identify and summarize the main arguments in texts related to contemporary issues in one's own words.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Listening and Speaking Skills</b>	<b>12 Hours</b>
<p>Listening: 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</p> <p>Speaking: 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</p>	
<b>UNIT II: Reading and Writing Skills</b>	<b>12 Hours</b>
<p>Reading: Understanding and summarising the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialisation, articles and reports concerned with contemporary problems in which the writers adopt particular positions or viewpoints.</p> <p>Writing: 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 etc.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>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 contexts.</p> <p>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.</p> <p>Developing good understanding of phonological specificities and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication.</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts.</p> <p>Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities</p>	

<b>Practical component (if any)</b>
<b>References</b> <b>Any of the text books given below may be prescribed:</b> <ul style="list-style-type: none"> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni.</li> <li>• Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>• Mattedi, Cristina. (2012). <i>Voci di autori italiani: Interviste e brani scelti</i>. Perugia: Guerra Edizioni.</li> <li>• Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: Mulino.</li> </ul>
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

**Generic Elective-6 (GE-6)**  
**Advanced Communicative Italian (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		
Advanced Communicative Italian (2)	4	3	1	0	Successfully completed GE-1, 2, 3 and 4, 5	Successfully completed GE-1, 2, 3 and 4, 5

Total No. 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

**GE-6**

Advanced Communicative Italian (2)	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• The course focuses on developing independent language users by honing advanced level language skills.</li><li>• Impart required skill to understand specialised audio-visual material within and outside his/her field</li><li>• Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</li><li>• 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.</li><li>• Develop required skill to understand specialised articles within and outside his/her field with the help of dictionary.</li><li>• Develop required skills to prepare specialised written documents/reports/summaries, book reviews for academic and professional needs.</li></ul>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"><li>• attain B1 Level of listening, speaking, reading and writing skills in the concerned language.</li><li>• listen and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.</li><li>• discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.</li><li>• debate in depth on a wide range of issues related or not related to the learner's field of interest.</li><li>• read and understand a number of specialized texts dealing with the same subject, related or not related to the learner's field of interest.</li><li>• summarize the main points of texts in writing in one's own words</li><li>• present a written synthesis of the texts read in a structured manner.</li><li>• write texts on a wide range of topics whether they are related or not to the learner's field of interest</li></ul>	
<p><b>Syllabus:</b></p>	
<p><b>UNIT I: Listening and Speaking Skills</b></p>	<p><b>12 Hours</b></p>
<p>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.</p> <p>Speaking: 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.</p>	
<p><b>UNIT II: Reading and Writing Skills</b></p>	<p><b>12 Hours</b></p>

<p>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.</p> <p>Writing: Writing term papers on various topics/project reports, preparing news reports, blog writing, writing applications, formal/professional communications on a wide range of topics, wall magazines, editorials/brochures, newsletters etc.</p>	
<b>UNIT III: Morphosyntactic and Phonological Competences</b>	<b>11 Hours</b>
<p>Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.</p> <p>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.</p> <p>Developing clear, natural, pronunciation and intonation in Italian</p>	
<b>UNIT IV: Co-cultural Competence:</b>	<b>10 Hours</b>
<p>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.</p> <p>Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy.</p>	
<b>Practical component (if any)</b>	
<p><b>References</b></p> <p><b>Any of the text books given below may be prescribed:</b></p> <ul style="list-style-type: none"> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori.</li> <li>• De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni.</li> <li>• Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>. Firenze: Alma Edizioni.</li> <li>• Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua.</li> <li>• Mattedi, Cristina. (2012). <i>Voci di autori italiani: Interviste e brani scelti</i>. Perugia: Guerra Edizioni.</li> <li>• Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: Mulino.</li> </ul>	
Additional material may be provided by the Department.	



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Generic Elective-7 (GE-7)  
Studying Italian through Texts (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		
Studying Italian through Texts (1)	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

GE-7 Studying Italian through Texts (1)	
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"><li>• Develop the capacity to understand and analyze different text types, identifying their key features, structures, and language choices.</li><li>• Develop an understanding of various text genres (e.g., news articles, essays, poems, social media posts) and their defining characteristics.</li><li>• Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts</li><li>• Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis</li></ul>	
<p><b>Learning Outcomes:</b></p> <p>At the end of the semester, students will be able to:</p> <ul style="list-style-type: none"><li>• read and understand short literary and non-literary texts in Italian.</li><li>• critically evaluate the form and content of short literary and non-literary texts.</li></ul>	

<ul style="list-style-type: none"> <li>• Identify different kinds of writing styles, themes and issues treated in the text.</li> <li>• understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Shorter narrative forms</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of shorter narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote)	
<b>UNIT II: Poetry</b>	<b>12 Hours</b>
<p>Study of both form and content of various types of poetic texts, such as sonnets, ballads, elegies, songs, slams etc.</p> <p>Study of poetic devices and the specificity of the poetic form such as tone, poetic style, rhetoric and poetic devices, authorial voice, conventions of various poetic genres such as sonnet, ode, free verse etc.</p>	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of comic strips or semi-literary forms such as essays, commentary, informative/descriptive texts on history, geography, economy, culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of short newspaper articles, blogs, etc. Develop basic reading comprehension skills by learning to apply different strategies based on the text type.	
<b>Practical component (if any)</b>	
<b>References</b> Any of the text books given below may be prescribed: <ul style="list-style-type: none"> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> </ul>	

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.

**Generic Elective-8 (GE-8)**  
**Studying Italian through 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		
Studying Italian through Texts (2)	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

**GE-8**  
**Studying Italian through Texts-2**

**Learning Objectives:**

- Develop the capacity to understand and analyze longer text types, identifying their key features, structures, and language choices.
- Develop an understanding of various text genres (e.g., journal articles, essays, novels, etc.) and their defining characteristics.
- Equip students to identify and analyze the persuasive techniques and rhetorical strategies employed in different texts
- Sharpen critical thinking skills by questioning assumptions, evaluating evidence, and drawing informed conclusions based on textual analysis

**Learning Outcomes:**

At the end of the semester, students will be able to:

- read and understand literary and non-literary texts in Italian.
- critically evaluate the form and content of literary and non-literary texts.
- Identify different kinds of writing styles, themes and issues treated in the text.

<ul style="list-style-type: none"> <li>• understand the context in which the texts were written and the literary/discursive/generic devices that shape them.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>12 Hours</b>
<b>Prose:</b> In-depth study of both form and content of a variety of longer narrative texts written in prose form (Eg. novels, biographies, autobiographies, travelogues etc.)	
<b>UNIT II: Dramatic Texts</b>	<b>12 Hours</b>
Study the form and content of plays, farces, etc. Study of the specificity of the dramatic form, dramatic devices, and conventions of various dramatic genres such as tragedy, comedy, tragi-comedy, etc.	
<b>UNIT III: Intermedial Texts</b>	<b>11 Hours</b>
Intermedial and semi-literary texts: In-depth study of both form and content of graphic novels, or semi-literary forms such as articles in journals, commentary, informative/descriptive texts on civilisation and culture. Develop an awareness of different communication modes (verbal, written, visual) and how they interact within different text types.	
<b>UNIT IV: Journalistic Texts</b>	<b>10 Hours</b>
Study and analysis of editorials, opinion pieces and other argumentative texts. Develop stronger reading comprehension skills by learning to apply different strategies based on the text type.	
<b>Practical component (if any)</b>	
<b>References</b> Any of the text books given below may be prescribed: Any of the text books given below may be prescribed: <ul style="list-style-type: none"> <li>• Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze.</li> <li>• Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze.</li> <li>• Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze.</li> <li>• Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano.</li> </ul>	
Additional material may be provided by the Department.  <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Generic Elective-9 (GE-9)**  
**Basic Translation Skills in Italian**

**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		
Basic Translation Skills in Italian	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

<b>GE-9</b> <b>Basic Translation Skills in Italian</b>	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>Familiarise students with language for specific purposes.</li> <li>Familiarise students with the techniques of translation.</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>Enable students to do scientific and technical translation, and translation of canonical texts.</li> <li>Help students to make word glossaries in the above fields.</li> <li>Enable students to read parallel literature on texts chosen for translation.</li> <li>Sensitise students towards machine translation and its limitations.</li> <li>Develop awareness about ethics and accountability in translation.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>9 Hours</b>

Study of language used in industries such as hospitality, tourism, banking, and business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).	
<b>UNIT II</b>	<b>9 Hours</b>
Scientific and technical translation.	
<b>UNIT III</b>	<b>9 Hours</b>
Introducing the students to the techniques of translation. Making of word glossaries in the above fields.	
<b>UNIT IV:</b>	<b>9 Hours</b>
Machine translation and its limitations. Ethics and accountability in translation.	
<b>UNIT V</b>	<b>9 Hours</b>
Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia Contexts.	
<b>Practical component (if any)</b>	
<p>Essential and Recommended readings</p> <ul style="list-style-type: none"> <li>• Georges Mounin, <i>Teoria e storia della traduzione</i>, 5<sup>a</sup> ed., Einaudi, Torino, 1982 (1<sup>a</sup> ed. 1965)</li> <li>• Benvenuto Aronne Terracini, <i>Il problema della traduzione</i>, a cura di Bice Mortara Garavelli, Serra e Riva, 1983</li> <li>• Friedmar Apel, <i>Il manuale del traduttore letterario</i>, Guerini e associati, 1993</li> <li>• Emilio Mattioli, <i>Contributi alla teoria della traduzione letteraria</i>, Aesthetica, Palermo 1993</li> <li>• Umberto Eco, <i>Dire quasi la stessa cosa</i>, Bompiani, 2003</li> <li>• Laura Salmon, <i>Teoria della traduzione</i>, Vallardi, 2003</li> <li>• George Steiner, <i>Dopo Babele. Aspetti del linguaggio e della traduzione</i> (1975), Garzanti, 2004</li> <li>• Raffaella Bertazzoli, <i>La traduzione: teorie e metodi</i>, Carocci, 2006</li> <li>• Antonio Lavieri, <i>Translatio in fabula. La letteratura come pratica teorica del tradurre</i>, pref. di J.-R. Ladmiral, Editori Riuniti, Roma 2007</li> <li>• Bruno Osimo, <i>Manuale del traduttore. Guida pratica con glossario</i>, Hoepli, 2011</li> <li>• Laurent Carsana, <i>Manuale di traduttologia comunicativa</i>, Uni-service, Trento, 2010</li> <li>• Susan Bassnett, <i>Translation studies</i>, 4<sup>a</sup> ed., Routledge, Londra, 2014 (1<sup>a</sup> ed. 1980)</li> <li>• <i>La traduzione, teorie e pratica</i>, trad. di Daniela Portolano, Bompiani, Milano, 1993</li> <li>• Hellmut Riediger, <i>Teorizzare sulla traduzione</i>, Laboratorio Weaver, 2018</li> <li>• Stefano Arduini, <i>Con gli occhi dell'altro. Tradurre</i>, Milano, Jaca Book, 2020</li> </ul>	

<ul style="list-style-type: none"><li>Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator training</i>. Amsterdam: John Benjamins Publishing.</li><li>Munday, Jeremy. (2012). <i>Introducing Translation Studies, Theories and Applications</i>. New York: Routledge.</li><li>Malmkjaer, Kirsten, et al. (2011). <i>The Oxford Handbook of Translation Studies</i>. Oxford: OUP.</li></ul>
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Generic Elective-9 (GE-9)  
History of Italy

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 Italy	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

GE-10 History of Italy
<b>Learning Objectives</b> <ul style="list-style-type: none"><li>Develop an understanding of major historical events that have shaped Italy from the medieval to the contemporary period.</li><li>Critically engage with Italian Colonialism and its aftermath in relation to the period of decolonisation and its aftermath.</li><li>Familiarize students with techniques and strategies to analyse historical documents as evidence of historical events.</li></ul>
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows:

<ul style="list-style-type: none"> <li>• Familiarize students with the major social, political and cultural events from the medieval to contemporary period.</li> <li>• Develop a critical perspective of the colonial past of Italy and its relations to its colonies.</li> <li>• Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world, including its policy towards immigration.</li> <li>• Develop the skill to analyse very short historical texts in order to examine documentary evidence of historical events.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>7 Hours</b>
<b>Ancient Italy (Before 1000 BCE):</b> <ul style="list-style-type: none"> <li>• <b>Prehistoric Cultures:</b> Early human settlements in Italy, Etruscans and other Italic tribes.</li> <li>• <b>Roman Kingdom:</b> Founding of Rome (753 BCE).</li> </ul>	
<b>UNIT II</b>	<b>7 Hours</b>
<b>Roman Republic and Empire (509 BCE - 476 CE):</b> <ul style="list-style-type: none"> <li>• <b>Roman Republic:</b> Establishment of the Roman Republic (509 BCE).</li> <li>• <b>Punic Wars:</b> Rome's conflicts with Carthage and Roman dominance in the Mediterranean.</li> <li>• <b>Julius Caesar:</b> Rise of Julius Caesar and transition from Republic to Empire (1st century BCE).</li> <li>• <b>Roman Empire:</b> Peak of Roman power and influence under emperors like Augustus and Trajan.</li> </ul>	
<b>UNIT III</b>	<b>8 Hours</b>
<b>Middle Ages (476 - 1492 CE):</b> <ul style="list-style-type: none"> <li>• <b>Fall of Western Roman Empire</b> (476 CE).</li> <li>• <b>Byzantine Italy:</b> Eastern Roman (Byzantine).</li> <li>• <b>Kingdoms and City-States:</b> Venice, Genoa, Florence, and the Papal States.</li> <li>• <b>Norman Conquest:</b> Norman invasion of southern Italy (11th-12th centuries).</li> </ul>	
<b>UNIT IV:</b>	<b>8 Hours</b>
<b>Renaissance and Early Modern Period (14th - 18th centuries):</b> <ul style="list-style-type: none"> <li>• <b>Italian Renaissance:</b> art, literature, science and politics (14th-17th centuries).</li> <li>• <b>Italian Wars:</b> involving major European powers (15th-16th centuries).</li> <li>• <b>Unification:</b> Napoleonic Wars and the Congress of Vienna, Italian unification (19th century).</li> </ul>	



<b>UNIT V</b>	<b>8 Hours</b>
<b>Modern Italy (19th - 21st centuries):</b> <ul style="list-style-type: none"> <li>• <b>Risorgimento:</b> Movement for Italian unification, Giuseppe Garibaldi and Count Cavour.</li> <li>• <b>Kingdom of Italy</b> (1861)</li> <li>• <b>World War I, Fascist Era, Benito Mussolini</b> (1920s-1940s)</li> <li>• <b>World War II:</b> Italian Republic (1946).</li> <li>• <b>European Integration:</b> Italy as a founding member of the European Union (1957).</li> </ul>	
<b>UNIT VI</b>	<b>7 Hours</b>
<b>Contemporary Italy (21st century):</b> <ul style="list-style-type: none"> <li>• <b>Political Challenges:</b> Economic struggles, political instability, and Immigration.</li> <li>• <b>Cultural Influence:</b> Italy as a global center for art, fashion, cuisine, and design.</li> <li>• <b>European Union and role of Italy</b></li> </ul>	
<b>Practical component (if any)</b>	
Essential and Recommended readings <ul style="list-style-type: none"> <li>• Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola.</li> <li>• Del Boca, Angelo. (1992). <i>L'Africa nella coscienza degli Italiani</i>. Roma-Bari: Laterza.57</li> <li>• Pallotti, Gabriele. Cavadi, Giorgio. (2014). <i>Che Storia: la storia italiana raccontata in modo semplice</i>. Roma: Bonacci.</li> <li>• Prosperi, Adriano. Viola, Paolo. (2004). <i>1. Dalla peste del Trecento al Concilio di Trento. 2. Dalle guerre di religione alla guerra dei Trent'anni. 3. Dall'assolutismo alla rivoluzione francese. 4. Dal Congresso di Vienna al trionfo del capitalismo. 5. Dal 1870 alla seconda guerra mondiale</i>. Milano: Einaudi scuola.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

**Generic Elective-11 (GE-11)**  
**Introduction to Life in Italy**

**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 Life in Italy	4	3	1	0	Successfully completed GE-1, 2, 3, 4	Successfully completed GE-1, 2, 3, 4

Total No. 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

GE-11 Introduction to Life in Italy	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>The course initiates learners to the culture and civilization of Italy.</li> <li>Provides knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, and physical geography of Italy and the neighbouring countries.</li> <li>Introduces the students to the great thinkers of Italy in the areas of literature, cinema, art, etc.</li> <li>Enables students to understand and analyse cultural aspects of the Italy and develops intercultural competence amongst students.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Understand the historical, political, economic, cultural and social specificities of Italy.</li> <li>Analyse various civilisational aspects of Italy, such as its education systems, home, family, leisure activities, festivals, politics, food, culture and literary movements etc.</li> <li>Develop intercultural competence to engage with Italy.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
Basic knowledge of various cultural and civilisational aspects of Italy, 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.	
<b>UNIT II</b>	<b>15 Hours</b>

Great thinkers of Italy.	
<b>UNIT III</b>	<b>15 Hours</b>
Introduction to literature, cinema, art of Italy.	
<b>Practical component (if any)</b>	
<p>Essential and Recommended readings:</p> <ul style="list-style-type: none"> <li>• Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori.</li> <li>• Caprara, Mario. Semprini, Gianluca. (2007). <i>Destra estrema e criminale</i>. Rome: Newton Compton Editori.</li> <li>• De Lutiis, Giuseppe. (1984). <i>Storia dei servizi segreti in Italia</i>. Roma: Editori Riuniti.</li> <li>• De Rosa, Gabriele. et al. (2003). <i>L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni</i>. Soveria Mannelli: Rubbettino Editore.</li> <li>• Ferraresi, Franco. (1995). <i>Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra</i>. Milano: Feltrinelli.</li> <li>• <a href="http://www.istat.it/it/archivio/129854">http://www.istat.it/it/archivio/129854</a></li> <li>• ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT.</li> <li>• Rao, Nicola. (2009). <i>Il piombo e la celtica: Storie di terrorismo nero dalla guerra di strada allo spontaneismo armato</i>. Milano: Sperling &amp; Kupfer.</li> <li>• Viale, Guido. (1978). <i>Il Sessantotto: tra rivoluzione e restaurazione</i>. Rimini: Nda Press.</li> <li>• Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjørge, Tore. (1995). <i>Terror from the Extreme Right</i>. London: Routledge.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**Generic Elective-12 (GE-12)**  
**Reading Literature in Italian**

**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		

Reading Literature in Italian	4	3	1	0	Successfully completed GE-1, 2, 3, 4, 5	Successfully completed GE-1, 2, 3, 4, 5
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Total No. 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

GE-12 Reading Literature in Italian	
<b>Learning Objectives</b> <ul style="list-style-type: none"> <li>To introduce the learners to different cultural and intellectual movements in Italian Literature from the 19<sup>th</sup> century up to the present (21<sup>st</sup> century).</li> <li>Introduction to major Italian writers and their works from the 19<sup>th</sup> century up to the contemporary period (21<sup>st</sup> century) along with the themes/questions they engage with.</li> <li>Developing a critical overview of literary and cultural evolution in Italy from the 19<sup>th</sup> century up to the contemporary period (21<sup>st</sup> century).</li> </ul>	
<b>Learning Outcomes:</b> The Learning Outcomes of this course are as follows: <ul style="list-style-type: none"> <li>Read, understand and analyse Italian literary texts representing major cultural and intellectual movements from the 19<sup>th</sup> century to the present (21<sup>st</sup> century)</li> <li>Develop skills to identify and analyse specific themes and questions dealt by writers, writing across various continents representing colonial and postcolonial experiences.</li> <li>Equip students with the necessary tools to identify and critically engage with various literary movements and their core characteristics that emerged during this period.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I:</b>	<b>15 Hours</b>
A selection of literary texts with a focus on the major cultural and intellectual movements of the 19 <sup>th</sup> Century, such as Romanticism, Verismo (Realism), Scapigliatura and Risorgimento.  The selection can be made from the works of the following writers: Giacomo Leopardi, Alessandro Manzoni, Giovanni Verga, Luigi Capuana, Carlo Dossi, Emilio Praga, Giuseppe Mazzini, Gabriele D'Annunzio, Luigi Pirandello, Aldo Palazzeschi, Federico Tozzi, Italo Svevo, Elio Vittorini, Ignazio Silone, Alberto Moravia, etc.	

<b>UNIT II</b>	<b>15 Hours</b>
<p>A selection of literary texts with a focus on the major cultural and intellectual movements of the 20th Century, such as Futurismo, Ermetismo, Neorealismo, Realismo magico, Postmodernismo</p> <p>The selection can be made from the works of the following writers: Filippo Tommaso Marinetti, Umberto Boccioni, Luigi Russolo, Eugenio Montale, Salvatore Quasimodo, Giuseppe Ungaretti, Cesare Pavese, Ignazio Silone, Italo Calvino, Elsa Morante, Antonio Tabucchi, Dino Buzzati, etc.</p>	
<b>UNIT III</b>	<b>15 Hours</b>
<p>A selection of literary texts written by major Italian writers from the XIX century up to the contemporary Period.</p> <p>The selection can be made from the works of the following writers: Umberto Eco, Elena Ferrante, Alessandro Baricco, Paolo Gacigalupi, Claudio Morandini, Amara Lakhous, Igiaba Scego, Roberto Saviano, Paolo Giordano, Andrea Camilleri, Domenico Starnone, Lorenzo Marone, Margaret Mazzantini, Susanna Tamaro, Donatella Di Pietrantonio, Cristina Ali Farah, Viola Di Grado, Chiara Gamberale, Clara Sereni, Vincenzo Cardarelli, Emilio Cecchi, Giorgio Bassani, Corrado Alvaro, Francesco Jovine, Vitaliano Brancati, Leonardo Sciascia, Beppe Fenoglio, Vasco Pratolini, Primo Levi, Pier Paolo Pasolini, Dacia Maraini, Ferdinando Camon, Giuseppe Pontiggia, Gianni Celati, Roberto Calasso, Gianni Rodari, Gesualdo Bufalino, Vincenzo Consolo, Rossana Ombres, Amelia Rosselli, Sebastiano Addamo, Silvio Ramat, Giovanni Raboni, Valerio Magrelli, Giuseppe Conte, Roberto Mussapi, Dario Bellezza, Alda Merlini etc.</p>	
<b>Practical component (if any)</b>	
<p><b><i>Essential and Recommended readings</i></b></p> <ul style="list-style-type: none"> <li>• Balboni, Paolo E.. Cardona, Mario. (2004). <i>Storia e testi di letteratura italiana per stranieri</i>. Perugia: Guerra Edizioni.</li> <li>• Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore.</li> <li>• Prosciutti, Ottavio. (1980). <i>Lineamenti di letteratura italiana</i>. Perugia: Grafica.</li> <li>• Silvestrini, M.. Bura, C.. (2000). <i>L'italiano e l'Italia</i>. Vol. 1: <i>Grammatica</i>. Vol. 2: <i>Esercizi</i>. Perugia: Guerra.</li> <li>• Verri-Menzel, Rosangela. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Rome: Bonacci Editore.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	