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DEPARTMENT OF GRS (FRENCH)
Semester-VI

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BA (Hons) FRENCH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

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

STRUCTURE OF SIXTH SEMESTER

DISCIPLINE SPECIFIC CORE COURSE – 16:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

In semester 6, students will learn to

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

Course Learning Outcomes

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

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

SYLLABUS OF DSC-16¹

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

(6 hours)

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

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

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

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

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

Practical component (if any) – NIL

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

(6 hours)

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

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

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

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

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

Practical component (if any) – NIL

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

(6 hours)

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

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

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

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

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

Intercultural : food distributors, secondhand clothing payment apps.

Practical component (if any) – NIL

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

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

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

Grammar: Expression of objective. Expression of opposition,

Vocabulaire : ecology, endangered species. Nature, pollution.

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

Practical component (if any) – NIL

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

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

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

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

Vocabulaire : literature, comic books, cinema,

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

Practical component (if any) – NIL

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

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

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

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

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

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

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

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

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

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

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

Additional material may be provided by the Department.

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

DISCIPLINE SPECIFIC CORE COURSE – 17

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

In semester 6, students will learn to

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

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

Course Learning Outcomes

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

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

SYLLABUS OF DSC-17²

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

(6 hours)

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

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

Phonetics: semi vowels [j], [ɥ], [w]

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

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

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

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

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

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

Phonetics: written and oral forms of /f/

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

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

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

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

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

Phonetics: Nasal vowels [ã], [ɛ̃], [ɔ̃]

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

Intercultural : food distributors, secondhand clothing payment apps.

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

(9 hours)

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

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

Phonetics: Sounds [u], [y].

Vocabulaire : ecology, endangered species. Nature, pollution.

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

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

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

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

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

Vocabulaire : literature, comic books, cinema,

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

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

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

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

Phonetics: sounds [e] and [ɛ]

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

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

Practical component (if any) – NIL

Essential/recommended readings

Any of the textbooks given below may be prescribed.

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

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

Additional material may be provided by the Department.

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

DISCIPLINE SPECIFIC CORE COURSE – 18:

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

<p>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: Marcel Proust, Guillaume Apollinaire, André Breton, Louis Aragon, Paul Eluard, Jean-Paul Sartre, Albert Camus, Jacques Prévert, Eugène Ionesco, Samuel Becket, Marguerite Duras, Marguerite Yourcenar, Simone de Beauvoir, Nathalie Sarraute, Michel Tournier, Alain Robbe Grillet, Marcel Aymé, Georges Perec, Raymond Queneau, Patrcik Modiano, Annie Ernaux, Anna Gavalda, Jean-Marie Gustave Le Clézio etc.</p>	
UNIT III	15 hours
<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>	
A selection will be made from the following list:	
Practical component (if any) – NIL	
<p>References</p> <ul style="list-style-type: none"> • D. Renée and B. Lecherbonnier, (1986) <i>Littérature, textes et documents</i>, , Du Moyen Age au 20e siecle, 5 volumes, collection dirigée par Henri Mitterand, Paris : Nathan. • <i>Du Moyen-âge au XVIIIe siècle, 3 volumes</i>, (1988) <i>Itinéraires littéraires</i>, collection dirigée par G. Décole, Paris : Hatier. • Ferroudja Allouache, Nicole Blondeau, (2019), <i>Littérature progressive du français - Niveau avancé</i>, Paris : CLE International • Ferroudja Allouache, Nicole Blondeau, (2020) <i>Littérature progressive de la francophonie</i>, Paris : CLE International. • Françoise Ploquin, Laurent Hermeline, Dominique Rolland, (2000), <i>Littérature française :</i> • <i>les textes essentiels</i>, Paris : Hachette • Jean-Louis Joubert, (1997), <i>Litterature Francophone Anthologie</i>, Paris : Cideb. • Michel Laurin, Laurin, Marie-Elaine Philippe, (2013), <i>Anthologie littéraire de 1800 à aujourd'hui 3^{ème} édition</i>, Québec : Beauchemin. • Valette, Giovaacchini et al, (1993) <i>Anthologie de la littérature française et européenne</i>, Paris : F. Nathan. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC ELECTIVES (DSE-4)

DSE 4: Option 1: Research Methodology and Academic Writing

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

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

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

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

Course Learning Objectives:

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

Course Learning Outcomes:

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

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

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

Unit 3 (15 hours)

Evaluation.

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

Essential/Recommended Readings:

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

Additional material will be made available by the Department.

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

DSE 4: Option 3: Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

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

Unit I (9 hours)

Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, birth and death certificates, mark sheets).

Unit II (9 hours)

Scientific and technical translation. Translation of canonical texts.

Unit III (9 hours)

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

Unit IV (9 hours)

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

Unit V**(9 hours)**

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

Essential/Recommended Readings

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

Additional material will be provided by the Department.

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

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

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

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

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

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

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

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

SYLLABUS DSE 4: Option 4 Techniques of Written expression

Unit 1 (12 hours)

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

Unit 2 (12 hours)

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

Unit 3 (12 hours)

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

Unit 5 (9 hours)

Minutes of a meeting

Essential/Recommended Readings:

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

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

DSE 4: Option 5: Study of European Art

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

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

DSE 4: Option 6: Children and Adolescent Literature

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

Course Learning Objectives:

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

Course Learning Outcomes :

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

SYLLABUS DSE 4 : Option 6: Children and Adolescent Literature

Unit 1 (15 hours)

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

Unit 2 (15 hours)

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

Unit 3 (15 hours)

- 3.1 Fairy tales for young children

3.2 Theatre for children

3.3 Children's literature and transmission of values.

Essential/Recommended Readings

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

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

DSE 4: Option 7: Life Writing

Credit distribution, Eligibility and Pre-requisites of the Course

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

Course Learning Objectives

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

Learning outcomes

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

SYLLABUS OF DSE-4: Option 7: Life writing

Unit I

(15 hours)

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

Unit II**(15 hours)**

Reading, writing and analysing Diaries and Letters

Unit III**(15 hours)**

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

Essential/recommended readings

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

Primary Texts:

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

Additional material will be provided by the Department.

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

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

Category III

**Courses for Undergraduate Programme of study with discipline as one of
the Core Disciplines
B.A. Programme with French (Non-Major)**

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French in Context: Advanced Level – 2	4	3	1	Nil	Passed Class XII	Student must have studied papers of the previous semester

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

In Semester 6, the student will learn to

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

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

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

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

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

SYLLABUS OF DSC-6¹

Content

UNIT	CONTENT	DURATION
Dossier 5	Reading Comprehension: Read content of	11 hours

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

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

	<p>Phonetics: Sounds [o] and [œ] and trunction and level of language.</p> <p>Vocabulary: Analyse the cover of a magazine, journalistic writing style, traditional / active media terms, words to express information and misinformation, highlighting processes to capure attention.</p>	
<p>Dossier 7 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read contents of an internet page, sidebar, newsflash, article , photo observe an identity card, cover page of a magazine and answer questions based on them.</p> <p>Writing: Present an innovation in your country, write an article on simplification of a scientific discovery , write an opinion note.</p> <p>Grammar: Compound relative pronouns to avoid repetitions, structures to explain the usefulness and founctioning of an operation, establish a chronological progression in an argument, expression of doubt and certainty.</p> <p>Listening comprehension: Listen to a radio show(online press article), video amd answer questions based on it.</p> <p>Speaking: Understand a program that presents a scientific innovation, discover young French speaking talents and their achievements, explain a scientific discovery in simple manner, present a technological innovation, make an innovative concept understood, express one's opinion, imagine future, consider positive and negative consequences of an innovation.</p>	<p>11 hours</p>

	<p>Phonetics: Sounds[r] and [l] and pronouncing or not [e].</p> <p>Vocabulary: Introduce a topic in a program/report(1), few activities to play sports and relax , share a scientific discovery, introduce a topic in a program/report(2), talking about the economics of innovation, explaining something to someone, identifying characteristics of opinion paper, personify an object, express concern.</p>	
<p>Dossier 8 (Lessons 1-6 + Project)</p>	<p>Reading Comprehension: Read content of advertising strip of an internet website, article, a program schedule, film review, extract of an article observe a poster, an advertisement and answer questions based on it,</p> <p>Writing: Present an interesting work of art, present the career of a live show artist, give your opinion on a film, make a profile card of readers in your class.</p> <p>Grammar: Expressing manner and similarity, superlative degree to express enthusiasm, time of infinitive to understand chronology, double pronoun to avoid repetition, interrogation to structure your thoughts.</p> <p>Listening comprehension: Listen to a radio show(online press article, announcement, movie review), interview, video</p> <p>Speaking: Give positive review of a cultural event, present a piece of work, express enthusiasm, talk about live shows, find out about an artist's career, understanding prize list, review a film, react to a review, find</p>	<p>12 hours</p>

	<p>francophone books, ask yourself the importance of reading.</p> <p>Phonetics: Expression of enthusiasm, complusory <i>liaison</i> and optional <i>liaison</i>.</p> <p>Vocabulary: Express a positive or negative judgement, words for talking about live shows, for rewarding and congratulating, for talking about books and book stores.</p>	
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Practical component (if any) - NIL

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

1. Hirschsprung Nathalie, Mous Nelly, Tricot Tony, Mathieu-Benoit Émilie, Van der Meulen Mathias, Antier Marine, Veillon Leroux Anne, Mous Nelly: « *Cosmopolite- B1 Méthode de français* », Hachette Français langue etrange 2018 Dossiers 5-8.
2. Cocton Marie-Noëlle, Kohlmann Julien, Rabin Marie, Ripaud Delphine : « *L'Atelier-B1, Méthode de français* », Les Éditions DIDIER, France, 2020, Unités 6-10.
3. Biras Pascal, Chevrier Anna, Witta Stéphanie, Fouillet Raphaële: « *Défi- 3 Méthode de français* », Éditions Maison des Langues, 201, Unités 5-9.
4. Bredelet A., Mègre B., Rodrigues W. M. : « *Odyssée-B1, Méthode de français* », CLÉ International, France, 2018, Unités 7-12.

5. Dufour Marion, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion, Tabareau Ghislaine: « *Edito-B1 Méthode de français (2^e édition)* », Editions DIDIER FLE, 2022, Unités 7-12.
6. Mater Anaïs, Mathieu-Benoit Émilie : « *Cosmopolite- 3 Cahier d'activités* », Hachette Français langue étrangère, 2018 Dossiers 5-8.
7. Cocton Marie-Noëlle (coordination pédagogique), Dereeper Camille, Kohlmann Julien, Ripaud Delphine : « *L'Atelier- B1, Cahier d'activités* », Les Éditions DIDIER, France, 2020, Unités 6-10.
8. Biras Pascal, Chevrier Anna, Jade Charlotte, Wita Stéphanie: « *Défi- 3 Cahier d'exercices* », Éditions Maison des Langues, 2019, Unités 5-9.
9. Brito Amélie, Bucher Emilie: « *Odysée- A2, Cahier d'activités* », CLÉ International, France, 2021, Unités 7-12.
10. Heu Elodie, Mainguet Julie, Mottironi Eugénie, Opatski Sergueï, Perrard Marion : « *Edito- B1 Cahier d'activités* », Les Éditions DIDIER FLE, 2018, Unités 7-12.

Additional material may be used.

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

DISCIPLINE SPECIFIC CORE COURSE (DSE-2): Children and Adolescent Literature**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Children and Adolescent Literature	4	3	1	Nil	Class XII pass	Student must have studied papers of the previous semester

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

Learning Objectives

The learning objectives of this course are as follows:

- to introduce the learner to different genres of children and adolescent literature.
- to develop the student's ability for analytical reading of various literary genres in Children and Adolescent literature.
- to sensitize students about the role of literature in transmitting and preserving values of concerned culture.

Learning outcomes

Objectives: At the end of semester, a student will:

- be able to read and understand children and adolescent literature texts.
- be able to analyse the characteristics of Children's Literature and distinguish it from Literature for Adults.
- be able to understand the role and importance of Children and Adolescent Literature in the society.

SYLLABUS OF DSE-2

Content

UNIT	CONTENT	DURATION
Unit - 1	Literature for children and /or adult readers.	15 hours
Unit - 2	Folklore, fables and fairy tales for young children.	15 hours
Unit - 3	Children's literature and transmission of values.	15 hours

Practical component (if any) - NIL

Essential/recommended readings

Selection from the books by following authors should be made.

Jean de la Fontaine, Charles Perrault, Mme d'Aulnoy, Mme de Montpensier, Alphonse Daudet, George Sand, Hector Malot, Jules Verne, Antoine de Saint Exupéry, Michel Tournier, Marcel Aymé, Claude Roy, Philippe Claudel, René Fallet, Marguerite Yourcenar, Andrée Chédid, Maryse Condé, Birago Diop.

References

- Gourévitch, J-P. (2013). Abcdaire illustré de la Littérature Jeunesse. Le Puy-en-Velay : L'atelier du poisson soluble.
- Chelebourg, C. , Marcoin, F. (2006). La Littérature de jeunesse. Paris : Armand Colin, "128"
- Soriano,M. (2002).Guide de la littérature pour la jeunesse. Paris :Hachette, 1974. Rééd. Delagrave
- Tsimbidy, M. (2008). Enseigner la littérature de jeunesse. Toulouse : Presses Universitaires du Mirail
- Prince, N.(2010). La Littérature de jeunesse. Paris : Armand Colin.
- Nières-Chevrel, I. (2009). Passeurs d'histoires. Introduction à la littérature de jeunesse, Paris :Didier jeunesse.
- Jasmin,N. (Éd.).(2004). Bibliothèque des génies et des fées. Contes des Fées, suivis des Contes nouveaux ou Les Fées à la mode. Paris : Champion.

- Tournier,M.(1971). Vendredi ou la Vie sauvage. Éditions Gallimard.

Additional material can be used.

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

DISCIPLINE SPECIFIC CORE COURSE (DSE-2): French through audio-visual means

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
French through audio-visual means	4	3	1	Nil	Class XII pass	Student must have studied papers of the previous semester

Learning Objectives

The learning objectives of this course are as follows:

- to help students learn French language and cultural diversity in French speaking countries.
- to improve their oral comprehension and expression in French language.
- to acquaint students with conversational French and the wide variations of pronunciation and intonation in the French speaking world.
- to introduce the characteristics of audio-visual documents.
- to help them analyse the audio-visual documents.
- to introduce basic cinematographic techniques.

Learning outcomes

At the end of semester 6, a student will:

- be able to speak on cultural aspect of the French speaking countries.
- be able to analyse an audio-visual document at thematic and technical level.
- be able to make short films.

SYLLABUS OF DSE-2

Content

UNIT	CONTENT	DURATION
Unit - 1	- Improving oral communication using specific scenes/video clippings by learning of new speech acts and conversational phrases and using them in role plays.	15 hours
Unit - 2	- Introduction to basic cinematographic techniques, genres of films and analysis.	15 hours
Unit - 3	- Making short film	15 hours

Practical component (if any) - NIL

Essential/recommended readings:

- GARDIES, René, (sous la direction), *Comprendre le cinéma et les images*, Paris, Armand Colin, 2007.
- LANGFORT Barry, *Film Genre, Hollywood and Beyond*, Edinburgh, Edinburgh University Press, 2005.
- AUMONT, Jacques et Michel MARIE, *L'Analyse des Films*, Paris, Nathan, 1998.
- <http://www.reseau-canope.fr/>
- [http://www.crdp-strasbourg.fr/cddp-68. École et cinéma.](http://www.crdp-strasbourg.fr/cddp-68.École%20et%20cinéma)
- <https://www.allocine.fr>
- <https://www.youtube.com>
- <https://www.netflix.com>
- <https://www.arte.tv/fr>
- <https://www.tv5mondeplus.com>

Suggested films:

Intouchables, Le papillon, Les 400 coups, Les choristes, L'auberge espagnole.

Additional material can be used.

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