

## Semester-VI

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## GERMAN

### COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

#### Category I

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

#### Category I

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

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

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

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

#### Learning Objectives

Enable student to

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

#### Learning outcomes

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

## SYLLABUS OF DSC-16

### Unit I

(9 hours)

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

Write what is important for one in each relationship.

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

Read a fable and answer questions related to it.

Write a fable.

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

### Unit II

(9 hours)

Read and answer a survey on healthy living.

Read a text on music and emotions.

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

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

### Unit III

(9 hours)

Read short texts on art and culture.

Write about what one likes about particular art objects.

Read chats and respond.

Read different texts on voluntary social service.

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

### Unit IV

(9 hours)

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

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

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

Learn to write a formal letter.

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

### Unit V

(9 hours)

Look at given pictures and write a story.

Read a historical text on banking.

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

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

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

**Practical component (if any) - NIL**

**Essential/recommended readings**

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

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

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

**Credit distribution, Eligibility and Prerequisites of the Course**

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

## Learning Objectives

Enable student to

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

## Learning Outcomes

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

### Unit I

**(9 hours)**

Listen to a text describing a conflict situation.

Talk about reasons for conflicts.

Listen to conversations and talk about the situations portrayed there.

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

### Unit II

**(9 hours)**

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

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

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

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

### Unit III

**(9 hours)**

Listen to conversation about different works of art.

Use different expressions for likes and dislikes.

Give a structured presentation on a given topic.

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

### Unit IV

**(9 hours)**

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

Discuss about one's favourite city.

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

Discuss how one can improve one's city.

### Unit V

**(9 hours)**

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

Listen to and simulate a conversation in a bank.

Discuss the role of money in life.

Listen to a conversation about globalisation.

**Practical component (if any) - NIL**

**Essential/recommended readings**

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

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

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

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

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

### Learning Objectives

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

### Learning outcomes

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

### SYLLABUS OF DSC-18

#### UNIT – I

(9 hours) 5

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

## **UNIT – II**

**(9 hours)**

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

## **UNIT – III**

**(9 hours)**

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

## **UNIT – IV**

**(9 hours)**

Understanding macroanalysis

## **UNIT – V**

**(9 hours)**

Understanding microanalysis

**Practical component (if any) - NIL**

### **Suggestive readings**

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

Novels and Novellas:

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

Plays:

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

Short stories and poems:

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

Additional material may be provided by the Department.

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

**SYLLABUS OF DSE-4**

**UNIT – I**

**(9 hours)**

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

**UNIT – II**

**(9 hours)**

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



Constructing an annotated Bibliography.

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

### **UNIT – III**

**(9 hours)**

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

Knowledge of logical fallacies.

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

### **UNIT – IV**

**(9 hours)**

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

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

### **UNIT – V**

**(9 hours)**

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

Familiarizing with the ethics of research and plagiarism.

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

**Practical component (if any) - NIL**

### **Essential/recommended readings**

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

### **Suggestive readings**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):**  
Introduction to Foreign Language Teaching.

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

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSE-1

### UNIT – I (9 hours)

What is a classroom? Models of learning and teaching.

### UNIT – II (9 hours)

Different methods and approaches to teaching a foreign language.

### UNIT – III (9 hours)

Introduction to the four skills. Evaluation

### UNIT – IV (9 hours)

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

### UNIT – V (9 hours)

Ludic function of language: Teaching through games.

**Practical component (if any) - NIL**

## Essential/recommended readings

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

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

Additional material will be provided by the Department.

### Suggestive readings

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

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

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

### Learning Objectives

The Learning Objectives of this course are as follows:

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

### Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSE-1

### Unit I

**(9 hours)**

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

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

#### Essential/recommended readings

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

Additional material will be provided by the Department.

#### Suggestive readings

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

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

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

<b>Techniques of Written Expression</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII passed</b>	<b>NIL</b>

The Learning Objectives of this course are as follows:

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

### **Learning outcomes**

The Learning Outcomes of this course are as follows:

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

## **SYLLABUS OF DSE-1**

### **UNIT – I (9 hours)**

Letters and Emails: personal and official

### **UNIT – II (9 hours)**

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

### **UNIT – III (9 hours)**

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

### **UNIT – IV (9 hours)**

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

### **UNIT – V (9 hours)**

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

**Practical component (if any) - NIL**

### **Essential/recommended readings**

Additional material will be provided by the Department.

### **Suggestive readings**

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

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

Study of European Art.

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

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

#### Learning Objectives

The Learning Objectives of this course are as follows:

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

#### Learning outcomes

The Learning Outcomes of this course are as follows:

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

### SYLLABUS OF DSE-3

#### UNIT – I

(9 hours)

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

#### UNIT – II

(9 hours)

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

#### UNIT – III

(9 hours)

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

#### UNIT – IV

(9 hours)

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

**UNIT – V****(9 hours)**

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

**Practical component (if any) - NIL**

**Essential/recommended readings**

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

Additional material will be provided by the Department.

**Suggestive readings**

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

Children and Adolescent Literature.

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

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

<b>Children and Adolescent Literature</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>XII passed</b>	<b>NIL</b>
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## Course Description

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

## Learning Objectives

The Learning Objectives of this course are as follows:

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

## Learning outcomes

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSE-1

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

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

**UNIT – III** (9 hours)  
Theatre for children.

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

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



## **Practical component (if any) - NIL**

### **Essential/recommended readings**

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

Additional material will be provided by the Department.

### **Suggestive readings**

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

**SYLLABUS OF DSE-3**

**UNIT – I (9 hours)**

Reading, writing and analysing autobiographies, confessions, memoirs.

**UNIT – II (9 hours)**

Reading, writing and analysing fictional autobiographies.

**UNIT – III (9 hours)**

Reading, writing and analysing autobiographical songs.

**UNIT – IV (9 hours)**

Reading, writing and analysing diaries and letters.

**UNIT – V (9 hours)**

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

**Practical component (if any) - NIL**

**Essential/recommended readings**

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

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

Additional material will be provided by the Department.

### **Suggestive readings**

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

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

**Category III**

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

**B.A. Programme with German as Non-Major**

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of semester 6, a student will

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

## SYLLABUS OF DSC-6

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

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

## Practical component (if any) - NIL

### Essential/recommended readings

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

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

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

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

**Category III**

**Pool of DSE**

**B.A. Programme with German**

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

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of semester 6 a student will

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

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

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

**Practical component (if any) - NIL**

### Essential/recommended readings

Any of the following text may be prescribed and discussed

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

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



**DSE-2**  
**B.A. Programme with German**

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

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

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

**Learning Objectives**

The Learning Objectives of this course are as follows:

At the end of semester 6 a student will

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

**Learning outcomes**

The Learning Outcomes of this course are as follows:

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

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

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

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

### Practical component (if any) - NIL

### Essential/recommended readings

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

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

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

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