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DEPARTMENT OF GRS (ITALIAN)
Semester-VI

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BA (H) ITALIAN

Category I

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

STRUCTURE OF SIXTH SEMESTER CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

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

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

DSC-16 Language in Context: Advanced Reading and Writing Skills (2)	
Learning Objectives:	<p>Enable student</p> <ul style="list-style-type: none"> To read and understand a few specialized texts dealing with the same subject. Related or not related to the learner's field of interest. To summarize the main points of the read texts in writing in one's own words. To present a written synthesis of the texts read in a structured manner. To write texts on a wide range of topics whether they are related or not to the learner's field of interest. To attain B1 Level B1 of the CEF.
Learning Outcomes:	<ul style="list-style-type: none"> Enable learners To attain B1 Level of reading and writing skills in the concerned language. Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary. Develop required skills to prepare specialized written documents/reports/term

papers for academic and professional needs.	
Syllabus:	
UNIT I	12 Hours
Reading	
<ul style="list-style-type: none"> analysing and synthesizing information, ideas and opinions from highly specialized sources within his/her field/understanding specialized articles outside his/her field, provided he/she can use a dictionary Understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections Scanning longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task. 	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none"> Writing term papers on various topics/project reports Preparing news reports / blog writing / writing applications / wall magazines / editorials / brochures / newsletters etc. 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains. Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner. Developing clear, natural, pronunciation and intonation in Italian. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino. Bettoni, Camilla. Vicentini, Giosi. (1997). <i>Passeggiate italiane: lezioni di italiano: Livello avanzato</i>. Roma: Bonacci editore. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni. Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. Mengaldo, Pier Vincenzo, (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocceditore. 	

Additional material may be provided by the Department.

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

DSC-17	
Language in Context: Advanced Listening and Speaking Skills (2)	
Learning Objectives:	
Enable student	
<ul style="list-style-type: none"> • To listen to and understand long texts on a wide range of topics whether related to or not related to the learner’s field of interest. • To discuss with little or no preparation a wide variety of topics related or not related to the learner’s field of interest. • To debate in depth on a wide range of issues related or not related to the learner’s field of interest. • To attain B1 Level of the CEF. 	
Learning Outcomes:	
Enable learners to	
<ul style="list-style-type: none"> • To attain B1 Level of listening and speaking skills in the concerned language. • Impart required skill to understand specialized audio-visual material within and outside his/her field • Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. • Develop the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression. 	
Syllabus:	

UNIT I	12 Hours
Listening	
<ul style="list-style-type: none"> • Understanding recordings in standard dialect likely to be encountered in social, professional, or academic life. • Identifying speaker's viewpoints and attitudes as well as the informational content. 	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none"> • More spontaneous oral communication skills both formal and informal through the discussion of a wide range of general, academic, vocational or leisure topics. • Contemporary socio-political issues marking clearly the relationships between ideas related to the francophone World. • Production of audio-video clips. • Making detailed oral presentations. • Drama and songs 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social, and cultural domains. • Good knowledge of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner. • Developing clear, natural, pronunciation and intonation in Italian. 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> • Developing the capacity to him- or herself confidently, clearly, and politely in a formal or informal register, appropriate to the situation and person(s) concerned. • Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Italy and Italophone countries. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Costamagna, Lidia. (1990). Cantare l'italiano: Audiocassetta con esercizi di fonetica. Perugia: Guerra Edizioni. • Costamagna, Lidia. Marasco, M. Valentina. Sant'Eusanio, Nicoletta. (2010). L'Italiano con le canzoni. Perugia: Guerra Edizioni. • Fratte giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+. Perugia: Guerra Edizioni. • Marin, Telis. (2008). Nuovo Progetto Italiano 3. Roma: Edilingua. • Trama, Giuliana. Naddeo, Ciro Massimo. (2001). Canta che ti passa. Firenze: Alma Edizioni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

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

DSC-18 History of Italian Literature(2)	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce the learner to different cultural and intellectual movements in Italian and Italoophone Literature in the 19th century and up to the present (21st century) To read both Italian and Italoophone literary texts representing major cultural and intellectual movements from the 19th century to the present (21st century) 	
Learning Outcomes:	
The Learning Outcomes of this course are as follows:	
<ul style="list-style-type: none"> Familiarize students with literary texts written in Italian with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> A selection of literary texts with focus on the major cultural and intellectual movements from the 19th Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Exotic, travel and colonial writing will raise questions on Italian encounter with otherness. 	
UNIT III	15 Hours
Texts of major Italoophone writers	

A selection will be made from the following list:

Practical component (if any) – NIL

References

- Pazzaglia, Mario. (1993). *Letteratura italiana 1 Dal medioevo all'umanesimo: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Pazzaglia, Mario. (1993). *Letteratura italiana 2 Dal rinascimento all'illuminismo: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Pazzaglia, Mario. (1993). *Letteratura italiana 3 L'Ottocento: testi e critica con lineamenti di storia letteratura*. Bologna: Zanichelli.
- Prosciutti, Ottavio. (1980). *Lineamenti di letteratura italiana*. Perugia: Grafica.
- Silvestrini, M. Bura, C. (2000). *L'italiano e l'Italia*. Vol. 1: Grammatica. Vol. 2: Esercizi. Perugia: Guerra.

Additional material may be provided by the Department.

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**COMMON POOL OF DISCIPLINE SPECIFIC ELECTIVE (DSE) COURSES
OFFERED BY THE DEPARTMENTS**

DISCIPLINE SPECIFIC ELECTIVE (DSE-4)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Research Methodology and Academic Writing	4	3	1	0	Passed Class XII	Nil

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

Research Methodology and Academic Writing	
<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. 	

<ul style="list-style-type: none"> Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources. Constructing an annotated Bibliography. Familiarizing students with the different kinds of research: quantitative and qualitative research (e.g. Surveys, questionnaires etc. In case of foreign language teaching) and qualitative research (e.g. Different literary and cultural theories in case of research in literature). 	
UNIT III	9 Hours
<ul style="list-style-type: none"> Basic knowledge on what an argument is and its components and structure. Identifying simple and complex arguments, as well as validity and soundness of an argument, Knowledge of logical fallacies. Engaging with and evaluating sources by identifying underlying arguments, their structures, validity and soundness. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Effective note-taking and summarizing academic/scientific texts. Constructing arguments and counter arguments. Quoting, paraphrasing and summarising from the source texts to construct the argument(s). 	
UNIT V	9 Hours
<ul style="list-style-type: none"> Planning and structuring a draft. Familiarization with stylistic conventions, using different citation styles and making footnotes. Familiarizing students with the ethics of research and plagiarism. Perfecting a final draft based on coherence and cohesion. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Brian Paltridge and Sue Starfield, <i>Thesis and Dissertation Writing in a Second Language</i>, Routledge, 2007. Umberto Eco: <i>Come si fa una tesi di laurea</i>, SEGRE, Cesare: <i>Avviamento all'Analisi del Testo Letterario</i>, Einaudi, Torino, 1985. Raman Selden, Peter Widdowson Peter Brooker, <i>A Reader's Guide to Contemporary Literary Theory</i>, Pearson Education Limited, 2005 (fifth edition). Topolski J. , <i>Narrare la storia. Nuovi principi di metodologia storica</i>, Milano, 1997 Bruno Mondadori. DOMENICHELLI, Mario, <i>Lo scriba e l'oblio: Letteratura e storia: teoria e critica delle rappresentazioni nell'epoca borghese</i>, Edizione ETS, Pisa, 2011. Dario Antiseri, <i>Introduzione alla metodologia della ricerca</i>, Rubbettino Editore 2005. Patton M.Q., <i>Qualitative research & evaluation methods</i> (3rd edition), thousand oaks, California: (2002), Sage Publications. Creswell J., <i>Research design: qualitative, quantitative, and mixed methods approaches</i>, thousand oaks, California, (2003), Sage Publications. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching.	4	3	1	0	Passed Class XII	Nil

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

Introduction to Foreign Language Teaching.	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce and define basic notions related to Foreign Language teaching. To familiarize students with the evolution in foreign language teaching methods 	
Learning Outcomes:	
<ul style="list-style-type: none"> Create basic awareness about a foreign language classroom and textbook. Establish a theoretical basis and introduce students to basic practical aspects of Foreign Language Teaching 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> What is a text book? Issues in material production. Self-Instruction Material 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Ludic function of language: Teaching through games. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Andorno, Cecilia. (1999). <i>Dalla grammatica alla linguistica: Basi per uno studio dell'italiano</i>. Torino: Paravia Scriptorium. Andorno, Cecilia. Bosc, Franca. Ribotta, Paola. (2003). <i>Grammatica, Insegnarla e impararla</i>. Perugia: Guerra Edizioni. Bonvino, Elisabetta Bonvino et al. (1998). <i>C'era una volta il metodo: Tendenze attuali della didattica delle lingue straniere</i>. (ed.) Borneto, Carlo Serra. Roma: Carocci. Chini, Marina. (2005). <i>Che cos'è la linguistica acquisizionale</i>. Roma: Carocci. Richards, J.. Rogers, T.. (2001). <i>Approaches and Methods in Language Teaching</i>. Cambridge: Cambridge University Press. Serianni, Luca. (1998). <i>Lezioni di grammatica storica italiana</i>. Roma: Bulzoni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

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

Introduction to Translation.	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce and define different types of translation and basic concepts of translation. To acquaint and teach learners the basic translation techniques. To translate simple non- literary texts. 	
Learning Outcomes:	
<ul style="list-style-type: none"> Familiarizes students with language for specific purposes. Familiarize students to the techniques of translation. Enable students to do Scientific and Technical translation, and translation of sacred texts. Help students to make word glossaries in above fields. Enable students to read parallel literature on texts chosen for translation. Sensitizes students towards Machine translation and its limitations. Develops awareness about ethics and accountability in translation. 	
Syllabus:	
UNIT I	12 Hours
<ul style="list-style-type: none"> Study of language used in industries such as hospitality, tourism, banking, business sectors and translation of texts in the chosen areas (including birth, educational qualification, marriage, death, certificates, mark sheets). Scientific and Technical translation. 	
UNIT II	12 Hours
<ul style="list-style-type: none"> Introducing the student to the techniques of translation Making of word glossaries in above fields. 	
UNIT III	12 Hours
<ul style="list-style-type: none"> Machine translation and its limitations. Ethics and accountability in translation. 	
UNIT IV	9 Hours
<ul style="list-style-type: none"> Reading of parallel literature on texts chosen for translation. Role of Translation in Multimedia contexts. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Baker, Mona. (2011). <i>In Other Words: A Course Book in Translation</i>. New York: Routledge. Basnett-McGuire, Susan. (1980, 2013). <i>Translation Studies</i>. London: Routledge. Gile, Daniel. (2009). <i>Basic Concepts and Models for Interpreter and Translator Training</i>. Amsterdam Philadelphia: John Benjamin Publishing. Munday, Jeremy. (2012), <i>Introducing Translation Studies, Theories and Applications</i>, New York: Routledge. 	

- Malmkjær, Kirsten. Windle, Kevin. (2011), *The Oxford Handbook of Translation Studies*, Oxford: OUP

Additional material may be provided by the Department.

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

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

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

Techniques of Written Expression	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce and define different types of texts and basic concepts of a text. To acquaint and teach learners the basic writing techniques. To enhance the understanding of a text in terms of logic order. 	
Learning Outcomes:	
<ul style="list-style-type: none"> Familiarize students with writing techniques. Familiarize students to the deep and logical meaning of a text. Enable students to do Scientific and logical order of a text. Help students to use advanced level terminology. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Structuring an argument. Understanding the exigencies of academic writing in literary and cultural studies, translation: theory and practice; foreign language learning and teaching. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Introduction to various kind of techniques to check plagiarism in a text. Plagiarism and its importance in academics. 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Coherence in formulation of an argument, conducting surveys and making questionnaires, using Internet resources, making bibliographies, reading indexes, making citations, formatting projects. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Elisabetta Degl’Innocenti, <i>Il manuale della scrittura</i>, Paravia, Torino, 2002. Angelo Roncoroni, <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>, Carlo Signorelli Editore, Milano, 2009. Mariateresa Serafini, <i>Nuovo l’italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. Mariateresa Serafini; Luciana Arcidiacono, <i>Comunicare con l’italiano. Testi e scritture</i>, Fabbri, Milano, 2006. A. Cotugno; F. Malagnini (ed.), <i>Manuale di scrittura e comunicazione</i>, Zanichelli, Bologna, 2013. Dario Corno, <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>, Mondadori, Milano, 2012. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

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

Study of European Art	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period. To study artworks of painter's representative of the Major Art Movements in Europe. 	
Learning Outcomes:	
<ul style="list-style-type: none"> Provide an overview of important European Art Movements, representative painters, and their artworks: Spanish Baroque, Flemish School, French Impressionists, Spanish Surrealists, BaroccoItaliano etc. Develop an understanding of structures and Perspectives of Everyday life as seen by painters. Equip with tools to analyse artworks. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Dürer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters. 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Understanding of structures and Perspectives of Everyday life as seen by painters. Introduction to Renaissance art movements with special focus on Humanism and mannerism Innovative techniques introduced by the Renaissance artists 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Overview of important European Art Movements, representative artists and their artworks: Spanish Baroque, Italian Renaissance, Flemish School, Italian Impressionists, Spanish Surrealists etc. 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Argan, Giulio Carlo. (1978). <i>Storia dell'arte italiana 1 2 3 4 5 volumi</i>. Firenze: Sansoni. Grave, Johannes. (2012). <i>Caspar David Friedrich</i>. Munich: Prestel Publishing. Sander, Joachim. (2013). <i>Albrecht Dürer: His Art in Context</i>. Munich: Prestel Verlag Adams, Laurie Schneider, (1996), <i>The Methodologies of Art: An Introduction</i>, NY: Westview Press. Arnason, H. H. (2003), <i>History of Modern Art: Painting, Sculpture, Architecture</i>, 	

Photography, New York: Prentice Hall.

- Boime, Albert (1990) *A Social History of Modern Art*, Volumes 5, Chicago: University of Chicago Press,
- Burckhardt, Jacob. (2004). *The Civilization of the Renaissance in Italy* (1855), New York: Penguin

Additional material may be provided by the Department.

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

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

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

Children and Adolescent Literature	
<p>Children and adolescent literature can be distinguished from mere books written for children as literature implies genre and literary tropes, premeditated contexts and settings and often a conscious attempt at portraying history and multiculturalism. In addition, adolescent literature written by adults is an institutional discourse that helps teenage readers understand their environment and society through the issues that present themselves in texts. Through novels, poems and theatre, we examine the values transmitted to children and how literature can influence moral and social decisions that adolescents are faced with.</p>	
<p>Learning Objectives:</p> <ul style="list-style-type: none"> To define what is Children's Literature and distinguish it from Literature for Adults. To introduce the learner to different genres of children and adolescent literature. To read, understand and analyse Children and adolescent literature texts. 	
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Introduce students to the changing conceptions of children's literature. Help students in analysing various genres meant for young children and adolescents. Sensitize students about the role of children's literature in transmitting values. 	
Syllabus:	
UNIT I	15 Hours
<ul style="list-style-type: none"> Changing conceptions of children's literature: Literature for children and /or adult readers? 	
UNIT II	15 Hours
<ul style="list-style-type: none"> Folklore, fables and fairy tales for young children Theatre for children 	
UNIT III	15 Hours
<ul style="list-style-type: none"> Children's literature and transmission of values. 	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Avanzini, Alessandra. (2013). <i>Linee europee di letteratura per l'infanzia, Vol. I: Danimarca, Francia, Italia, Portogallo, Regno Unito</i>. Milano: FrancoAngeli. Bruno, Bettelheim. (1975). <i>The Uses of Enchantment: The Meaning and Importance of Fairy Tales</i>. New York: Vintage. Collodi, Carlo. (2012). <i>Le avventure di Pinocchio</i>. Milano: Mondadori. Marazzi, Elisa. (2014). <i>Libri per diventare italiani. L'editoria per la scuola a Milano nel secondo Ottocento</i>. Milano: Franco Angeli. Myers, Lindsay. (2012). <i>Making the Italians. Poetics and Politics of Italian Children's Fantasy</i>. Oxford: Peter Lang. 	

- Nodel man, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Paruolo, Elena. (Ed.). (2014). *Le letterature per l'infanzia. Prefazione di Antonella Cagnolati*. Roma: Aracne.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*. Texas: University of Texas Press.
- Rodari, Gianni. (1962). *Favole al telefono*. Torino: Einaudi.
- Salgari, Emilio. (2009). *Il corsaro nero*. Milano: Mondadori.
- Sciascia, Leonardo. (1973). *Il mare colore del vino*. Torino: Einaudi.

Additional material may be provided by the Department.

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

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

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

Life writing.

Learning Objectives:

- To define and identify the characteristics of an autobiography, a biography, and a travelogue.
- To distinguish between an autobiography, a biography, and a travelogue.
- To read and analyse an autobiography, a biography, and a travelogue.

Learning Outcomes:

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

Syllabus:

UNIT I **15 Hours**

Reading, writing, and analysing

- 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, travelogues and other forms of travel narratives

Learning/Teaching Material: Any of the textbooks given below may be prescribed:

- Caputo, Rino. Monaco, Matteo. (1997). *Scrivere la propria vita: l'autobiografia come problema critico e teorico*. Roma: Bulzoni.
- Cavarero, Adriana. (2001). *Tu che mi guardi, tu che mi racconti, Filosofia della*

narrazione. Milano: Feltrinelli.

- De Botton, Alain. (May 11, 2004). *The Art of Travel*. New York: Vintage Books, A Division of Random House, Inc.
- Demetrio, Duccio. (1995). *Raccontarsi. L'autobiografia come cura di sé*. Milano: Raffaello Cortina.
- Derrida, Jacques. (1988). *The Ear of the Other Autobiography, Transference, Translation*. Lincoln: University of Nebraska Press (UNP).
- Fallaci, Oriana. (1997). *Lettera a un bambino mai nato*. Milano: Biblioteca Universale Rizzoli.
- Formenti, Laura. (1998). *La formazione autobiografica*. Milano: Guerini e associati.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Grisi, Cesare. (2011). *Il romanzo autobiografico. Un genere tra opera e autore*. Roma: Carocci.
- Guglielminetti, Marziano. "Biografia e autobiografia". in Rosa, Alberto Asor. (1986). *Letteratura Italiana Einaudi*, vol. 5: Le questioni. Torino: Einaudi, pp. 829–86.
- Ricoeur, Paul. (1993). *Sé come un altro*. Milano: Jaca Book.
- Segre, Cesare. (1985). *Avviamento allo studio del testo letterario*. Torino: Einaudi.
- Terzani, Tiziano. (2002). *Lettera contro la guerra*. Milano: Tascabili degli Editori Associati.

Additional material may be provided by the Department.

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