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DEPARTMENT OF GRS (SPANISH)
SEMESTER-VI

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SPANISH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

STRUCTURE OF SIXTH SEMESTER

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

- To read and understand a number of 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 partially Level B2 of the CEF.

Learning Outcomes

- Enable learners to partially attain B2 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.

Unit 1

(12 hours)

Reading : Reading, analysing and synthesizing information, ideas and opinions from highly specialised sources within his/her field/understanding specialised articles outside his/her field, provided he/she can use a dictionary/understanding lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections/scanning longer texts in order to

locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.

Unit 2 (11 hours)

Writing: Writing term papers on various topics/project reports/Preparing news reports/blog writing/writing applications/wall magazines/editorials/brochures/newsletters etc.

Unit 3 (11 hours)

Lexical, Morphosyntactic and Phonological Competences:

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in Spanish

Unit 4 (11 hours)

Co-cultural and Inter Cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin America.

References

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

- Aranda, Jose Carlos. (2010) *Manual de Ortografía y Redacción*. Madrid: Ed. Berenice.
- Cervera, Angel. (1999). *El comentario de textos*. Madrid: Espasa.
- Cassany, Daniel. (1995). *La cocina de la escritura*. Madrid: Anagrama.
- Garmendía, Agusin. (2017) *Aula Internacional 4*, Barcelona: Editorial Difusion.
- Garmendía, Agusin. (2017) *Aula Internacional 5*, Barcelona: Editorial Difusion.
- Hermoso, Ana. (2013). *Nuevo Prisma Fusion B1 + B2*. Madrid: Editorial Edinumen.
- Jimenez Fernandez, Rafael et al, (2012). *Como mejorar la expresion escrita: Manual de redaccion para el ámbito universitario*, Granada: Grupo Editorial Universitario.
- Martin Peris, Ernesto. *Gente hoy 3*. Barcelona: Editorial Difusion.
- Posner, Richard. (2013). *El pequeño libro del plagio*. Madrid: El hombre del tres.
- Prat Ferrer, Juan Jose and Angel Pena Delgado. (2015). *Manual de escritura academica*. Madrid: Ediciones Paraninfo.
- Vicente, David. (2017). *Arte de escribir: Manual de escritura creativa*, Cordoba: Bernice Editorial.

Additional material will be provided by the Department

Teaching Learning Process

- Task Based Learning modules that integrate real life situations within the context of the classroom. Learners are expected to perform certain tasks in day to day life situations in groups.
- The learners are encouraged to collaborate with their peers to complete specific projects assigned to them based on specific linguistic, communicative, analytical, enquiry based, co-cultural, problem-solving and other skills that they need to acquire.
- The learners will be encouraged to evaluate their own learning process through regular self-assessment sheets.
- By using latest tools of Information technology and social media, the learners will be given an opportunity to put in practice reading and writing skills in real life environment while communicating with their peers beyond classrooms.
- Following flipped class model, the learners will be expected to take greater responsibility of learning an exploring even beyond the classroom and use the classroom primarily for interactive, task-based activities.

Keywords

Understand specialised documents, writing specialised texts, Wide range of topic

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

- 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.

Learning Outcomes

- Enable learners to partially attain B2 Level of listening and speaking skills in the concerned language.
- Impart required skill to understand specialised audio-visual material within and outside his/her field
- Develop the capacity to give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.
- Develops the capacity to present in a spontaneous manner without referring to a prepared text and demonstrate an adequate degree of fluency and ease of expression

Unit 1

Listening: Understanding recordings in standard dialect likely to be encountered in social, professional or academic life and identifying speaker's viewpoints and attitudes as well as the informational content.

(12 hours)

Unit 2

Speaking: More spontaneous oral communication skills both formal and informal through the discussion of a wide range of wide range of general, academic, vocational or leisure topics/contemporary socio-political issues, marking clearly the relationships between ideas. related to the Hispanic World/ Production of audio-video clips/ Making detailed oral presentations/ Drama and songs.
(11 hours)

Unit 3

Developing a good range of vocabulary for expressing one's views on matters connected to professional, academic, social and cultural domains.

Appropriate control of tenses and temporal notions, moods, voices, complex syntactical structures and logical connectors to produce clearly structured speech in a coherent and cohesive manner.

Developing clear, natural, pronunciation and intonation in Spanish **(11 hours)**

Unit 4

Co-cultural Competence: Developing the capacity to him- or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned.

Advanced knowledge of history, society, culture, gastronomy, geography, political, economic and educational systems of Spain and Latin America. **(11 hours)**

References

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

- www.veintemundos.com
- Garmendía Agusín. (2017). *Aula internacional 5*. Barcelona: Editorial Difusión.
- Hermoso, Ana. et al. (2013) *Nuevo Prisma Fusion B1 + B2*. Madrid: Editorial Edinumen
- Martín Peris, Ernesto. (2013). *Gente hoy 3*. Barcelona: Editorial Difusión.

Additional material will be provided by the Department

DISCIPLINE SPECIFIC CORE COURSE– 18 (DSC-18) History of Hispanic 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 Hispanic Literature (2)	4	3	1	0	XII pass	Should have studied History of Hispanic Literature (1)

Learning Objectives

- To introduce the learner to different cultural and intellectual movements in Spanish and Latin American Literature in the XIX century and up to the present (XXI century)
- To read both Spanish and Latin American literary texts representing major cultural and intellectual movements from the XIX century to the present (XXI century)

Learning Outcomes

- Familiarize students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the XIX 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.

Unit 1 (15 hours)

A selection of literary texts with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period, such as Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, New Novel, Neo-Realism etc.

Unit 2 (15 hours)

Debate on civilization and barbarism in Latin America

Unit 3 (15 hours)

The first fifty years of the XX century: extracts from the post Spanish civil war novel and the Latin American regionalist novel.

References

Selection of literary texts to be provided by the Department

- Correa, Pedro, (1985). *Historia de la literatura española, Colección «Temas de Cultura Española»* Michigan: University of Michigan.
- Deyermond, Alan D. et. al, (1984) *Historia de la literatura española, Vols. 1-6*, Madrid: Ariel.
- Olea, Rafael y Weinberg, Liliana. (2011). *Literatura hispanoamericana*, México: SER..
- Oviedo, José Miguel. (2002). *Historia de la literatura hispanoamericana, Vols 1-4*, Madrid: Alianza Editorial.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literary, Cultural and Intellectual movements, XIX Century, Contemporary Period, Spanish Writers, Latin American Writers

Pool of DSE

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 (eg. different literary and cultural theories in case of research in literature).

UNIT – III

(9 hours)

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

Suggestive readings

Learning/Teaching Material: any of the textbooks given below may be suggested.

- Brian Paltridge and Sue Starfield, Thesis and Dissertation Writing in a Second Language, Routledge, 2007.
- Umberto Eco: Cómo se hace una tesis
- Brian Paltridge et.al. Teaching Academic Writing of Michigan Press.
- Brian Paltridge and Sue Starfield Getting Published in Academic Journals, University of Michigan Press. 2016
- Cómo escribir y presentar su tesis y disertación by S. Joseph Levine, Michigan State University, English, French and Italian versions available.

<http://amanecemetropolis.net/wp=-content/uploads/2014/10como-escribir-y0presentar-tesis-disertacion-joseph-levine.pdf>

1. Helga Esselborn-Krumbiegel. Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen. UTB GmbH; 7. Aufl. edition (17 Jan. 2022)
2. Helga Esselborn-Krumbiegel. Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. UTB GmbH; 6. aktual. Aufl. edition (14 Feb. 2022)
3. Wayne C. Booth. Gregory G. Colomb et al. The Craft of Research. University of Chicago Press; 4. edition (18 Oct. 2016)

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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to Foreign Language Teaching	4	3	1	0	XII passed	Nil

Learning Objectives

- 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

- 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

Unit 1 (15 hours)

What is a classroom? Models of learning/teaching. Different methods/approaches to teaching a foreign language. Introduction to the four skills. Evaluation.

Unit 2 (15 hours)

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

Unit 3 (15 hours)

Ludic function of language: Teaching through games.

References

- Baralo, M. (1998). “Teorías de adquisición de lenguas extranjeras y su aplicación a la enseñanza del español” *Experto en Enseñanza del Español como Lengua Extranjera*, Madrid: Fundación Antonio Nebrija.

- Richards J. and Rogers, T. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Littlewood, T. (1998). *La enseñanza comunicativa del idioma: Introducción al enfoque comunicativo*, Cambridge, Madrid: Cambridge University Press.
- Lloráis González, S. (2008). *Entender y utilizar el Marco Común europeo de referencias desde el punto de vista de profesor de lenguas*. Madrid: Santilla Ed.
- Moreno Fernández, F, (2002). *Producción, expresión e interacción oral*. Madrid, Madrid: Arco Libros.
- Peris, Martín. (1988). La enseñanza de los idiomas modernos: de los procesos a los contenidos en revista. *Cable n• 1*.
- Sánchez Pérez, A. (1992). *Historia de la enseñanza de español*, Madrid: SGEL, Madrid.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations and hands on experience of classroom observation and module based practice teaching
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology and learning apps the learners will be expected to create teaching materials.

Keywords

Classroom, Textbooks, Four Skills, methods and approaches of teaching foreign language

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		
Introduction to Translation	4	3	1	0	XII Passed	Nil

Learning Objectives

- Familiarizes students with language for specific purposes
- Familiarize students to the techniques of translation;

Learning Outcomes

- 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.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 **(12 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, death, certificates, mark sheets). Scientific and Technical translation. Translation of sacred texts.

Unit 2 **(11 hours)**

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

Unit 3 **(11 hours)**

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 **(11 hours)**

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

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.
- Child, Jack. (2009). *Introduction to Spanish Translation* Lanham, Maryland: UPA.

- Gile, Daniel. (2009). *Basic Concepts and Models for Interpreter and Translator Training*. Amsterdam, Philadelphia: John Benjamin Publishing.
- Haywood, Louise. (2009). *Thinking Spanish Translation: A Course in Spanish Translation, Spanish to English* London, New York: Routledge.
- López Guix, Juan Gabriel. (2012). *Manual de Traducción Inglés – Castellano*, Madrid: Gedisa.
- Lunn, Patricia et al. (2013). *En otras palabras: perfeccionamiento del español por medio de la traducción*. Washington: Georgetown University Press.
- Malmkaer Kirsten, Windle, Kevin. (2011). *The Oxford Handbook of Translation Studies* Oxford: OUP
- Munday, Jeremy. (2012). *Introducing Translation Studies, Theories and Applications*, London, New York: Routledge.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers, translations assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Techniques of Translation, scientific, technical, commercial translation, Word glossary, machine translation

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		
Techniques of Written Expression	4	3	1	0	XII Passed	Nil

Learning Objectives

- To introduce the learner to commonly used figures of speech.

- To define the commonly used figures of speech
- To identify the commonly used figures of speech in both literary and non-literary texts
- To introduce the learner to literary tropes
- To present the historical origin of commonly used idioms and proverbs.
- To teach the learner how to write a critical essay and a commentary

Learning Outcomes

- Introduce students to common figures of speech, Familiarize students with Literary Tropes
- Develop understanding of Idioms and Proverbs with their historical origin. Develop knowledge about different literary genres:

Unit 1 (11 hours)

Definition and study with examples of Common figures of speech: Metaphors, Similes, Metonyms, Hyperboles, Personification, Alliteration, Oxymoron and Synecdoche.

Unit 2 (11 hours)

Literary Tropes: Humour and Irony, Puns, Tautology, Allegories, Allusions, Apologia, Cliches, Euphemism, Climax and Anticlimax, Paradox, Analogies.

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (12 hours)

Different literary genres: Myths, Epics, Chivalric romances, Picaresque novel, Comedy, Tragicomedy and Farce, Satires, Biography, Autobiography and Memoirs, Essays and Epistles, Social Realism., Travel Literature

References

- Azaustre, Galiana Antonio y Juan Casas Rigall. (1994). *Introducción al análisis retórico, tropas, figuras y sintaxis del estilo*. Santiago de Compostela: Universidad de Santiago de Compostela.
- Beckson, Karl and Ganz, Arthur. (1960, 1991). *Literary Terms, A Dictionary*. Delhi: Rupa.
- Delgado, Josefina. (2002). *Qué leer y Cómo* Buenos Aires: El Ateneo.
- Romera, Angel. Manual de Retórica y Recursos Estilísticos, Diario del Endriago, <http://diariodelendriago.blogspot.com>

Additional materials will be provided by the department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Figures of Speech, Literary Tropes, Idioms, Proverbs, Literary Genres

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

- 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

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

Unit 1 (15 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. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2 (15 hours)

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

Unit 3 (15 hours)

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

References

- Adams, Laurie Schneider (1996). *The Methodologies of Art: An Introduction*, NY: Westview Press
- Arnason, H. H. (2003). *History of Modern Art: Painting, Sculpture, Architecture, Photography*, New York: Prentice Hall.
- Boime, Albert (1990). *A Social History of Modern Art, Volumes 5*, Chicago: University of Chicago Press.
- Burckhardt, Jacob. (1855, 2004). *The Civilization of the Renaissance in Italy*. New York: Penguin.
- Hopkins, David. (2000). *After Modern Art 1945-2000 (Oxford History of Art)*, NY: OUP.
- Hughes, Robert. (2006). *Goya* New York: Alfred Knopf.
- Read, Herbert. (1984). *Meaning of Art*. London: Faber & Faber.
- Secrest, Meryle. (1986). *Salvador Dalí The Surrealist Jester* London: Paladin.

- Stassinopoulos Huffington, Arianna. (1988). *Picasso Creator and Destroyer*. London: Pan Books.
- Blog by Shatarriah Godwin, People of Color in European Art History.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

European Art Movements, Painters, Artworks, Tools to analyse Artworks

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		
Children and Adolescent Literature	4	3	1	0	XII Passed	Nil

Children and Adolescent Literature

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

- 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

- 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.

Unit 1 (15 hours)

Changing conceptions of children's literature: Literature for children and /or adult readers?

Unit 2 (15 hours)

Folklore, fables and fairy tales for young children,theater for children

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

- Allende, Isabel. (2014). *El juego de Ripper*. Barcelona: Plaza y Janes.
- Andruetto, María Teresa. (2005). *El país de Juan*. Salamanca: Anaya.
- Arboleda Rodríguez, Diego y Sagospe, Raúl. (2014), *Prohibido leer a Lewis Carroll*. Salamanca: Anaya & Mario Muchnik.
- Conde, Carmen. (1994), *Aladino*, Madrid: Hesperia.
- Conde, Carmen. (1953) *Auto de Navidad*, Madrid: Enag.
- De Santis, Pablo. (2007) *El enigma de París*. Madrid: Planeta
- Ferrari, Andrea. (2004). *Café solo*. Barcelona: Ediciones SM.
- Fuertes, Gloria. (2017). *El libro de Gloria Fuertes para niñas y niños*. Barcelona: Blackie Books.
- García Lorca, Federico. Ramón Jimenez; Alberti, Rafael. (2004). *Mi primer libro de poemas* Salamanca: Anaya.
- García Lorca, Federico. (1919, 1999). *El maleficio de la mariposa*. Madrid: Cátedra.
- Gómez Cerda, Alfredo. (1994). *Sin billete de vuelta*, Barcelona: Alfaguara.
- Gopeguí, Belén. (2008). *El balonazo*, Barcelona: Ediciones SM.
- Ramón Jiménez, Juan. (1914, 2014). *Platero y yo*. Madrid: Cátedra (2014).
- Ruescas, Javier. (2012). *Play*. Barcelona: Montena.
- Ruescas, Javier. (2013). *Pulsaciones*. Barcelona: Ediciones SM.
- Sierra, Jordi. (2013) *Cuatro días de enero*, Barcelona: DeBolsillo.

Additional material will be provided by the Department

Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*.Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.

- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Literature for young children and adolescents, transmitting values

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

Life Writing

Learning Objectives

- 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

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

Reading, writing and analysing diaries and letters

Unit 3 (15 hours)

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

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.
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- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
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- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- 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.
- Tacca, Oscar. (1975). *Las voces de la novela* Madrid: Gredos.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, term papers assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to develop a critical perspective on the issues concerned

Keywords

Biography, Autobiography, Memoir, Diary

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

Category III

B.A. Programme with Spanish as Non-Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish 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		
Spanish in Context: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

Learning Objectives

The Learning Objectives of this course are as follows:

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

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Partially attain Level B2 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to partially attain B2 Level of listening, speaking, reading and writing skills in the concerned language.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 6

Content	Description
Listening	Listen to and understand texts on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Speaking, which includes:	
1.Monologue	Present orally one's views on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
2.Dialogue	Engage in conversations on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Reading	Read and understand texts, emails, blogs on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.

Writing	Guided writing activities. Writing a text, an informal letter and e-mail, an article, a formal letter, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like love, friendship, solidarity, triumph, talent, festivals, hypothetical situations, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking of love and friendship. Meaning of love and the various associated sentiments, both positive and negative. Reading and discussing fragments of poems on love. Vocabulary related to various sentiments. “Verbos valorativos – me molesta + infinitivo, me molesta(n) + sustantivo, me molesta + que + presente de subjuntivo.” Answering questions on different aspects of love. Writing about what love means to each student. Expectations from the persons one loves. What expectation each one has from his/her best friend. “Expresar deseos – querer, esperar, pedir, etc.” “Ojalá/ojalá que + subjuntivo.” “La escucha activa.” “Mayúsculas y minúsculas.” Reading and having a discussion on “Valentine’s day”. “Para que + subjuntivo.” Reading a text on true friendship - agreeing or disagreeing with the author. Learning how to write an informal letter and an e-mail and writing one of them to one’s friend telling him or her about one’s experiences of a summer vacation.	9 hours
Unit 2	Solidarity and what it means to be supportive, caring, humanitarian. Discussing what bullying is. Read about a news item about a victim of school bullying. Vocabulary related to bullying. “El condicional”. “Aconsejar o sugerir – debería(s) + infinitivo, podría(s) + infinitivo, yo que tú/yo en tu lugar+condicional.” “Deseos – me gustaría+infinitivo.” “El aprendizaje colaborativo”. Disabilities and civic responsibility. Vocabulary related to disabilities. “Estilo indirecto - transmitir mensajes – me ha dicho que..., me ha felicitado por..., me ha preguntado si...etc.”; transmitir peticiones, consejos, recomendaciones, órdenes o sugerencias – Dice que seas..., me ha pedido que le ayude, sugieren que votemos, etc.” Imagine that you have spoken to different persons and write what they have said to you. Read a text on how we can be good citizens. Vocabulary related to non-governmental organizations. Students to share their experiences and views on being a volunteer in some NGO. Imagine that one opens an NGO – what cause would he/she support, what activities would be done, etc. “El pretérito imperfecto de subjuntivo.” “Expresar condiciones poco probables – si pudiera crearía...” Learn how to write a formal letter.	9 hours

Unit 3	<p>Reading a text on the triumph of a Spanish football team – “La selección, el triunfo en equipo”. Discussing what each student thinks is the key to success as a team. Expressing happiness and satisfaction after winning. “El pretérito perfecto de subjuntivo.” “Expresar alegría y satisfacción – “que bien que/ es estupendo que/hacer ilusión que + subjuntivo; pretérito perfecto de subjuntivo.” Reading the text “Todo es posible” (Everything is posible). “El futuro compuesto.” “El condicional compuesto”. “Expresar hipótesis sobre el pasado – futuro compuesto, condicional simple y compuesto”. “Estilo directo a indirecto usando dijo/comentó, etc. que... (Presente a imperfecto, pretérito perfecto a pluscuamperfecto, imperfecto a imperfecto, indefinido a indefinido o pluscuamperfecto, futuro a condicional). Read about recipes which have had success. Write a recipe of one’s own. “Expresar modo – como + subjuntivo; gerundio (como prefieras; el arroz se hace mejor cociéndolo...)”. Reading a text on talent - ¿Tiene usted talento?” “Pedir valoración y valorar – ¿qué te parece lo de + infinitivo/que + subjuntivo? – es una suerte/pena que + subjuntivo”. “Expresar deseos poco probables – ojalá + imperfecto de subjuntivo; condicional simple.”</p>	9 hours
Unit 4	<p>Reading the text – “Días para conmemorar”. Having a discussion on the favourite festival of each student. “Proponer y sugerir – habría que/estaría bien + infinitivo, estaría bien que + subjuntivo.” “Expresar deseos sobre el presente, el futuro y el pasado – me gustaría/habría gustado que + imperfecto de subjuntivo.” “Expresar tristeza y aflicción 1 – sentir, lamentar que/ser una pena, lástima....que + subjuntivo.” “Expresar condiciones hipotéticas y sus consecuencias en presente y futuro – si + imperfecto de subjuntivo, condicional simple.” Reading about the movie “Te doy mis ojos.” Having a discussion on the same. “Expresar empatía – sentir que + subjuntivo, te entiendo, sé cómo te sientes.” “Expresar desconocimiento – no sabía que + imperfecto de subjuntivo.” Read “Querido vecino” – a comic strip of a neighbourhood. Describe and discuss the same. Read about a contest – ¿Y qué hago? – concurso del mes: ¡El mejor consejo que te han dado nunca!”. “Transmitir sugerencias – estilo directo a indirecto (Imperativo al imperfecto de subjuntivo usando sugirió/aconsejó/recomendó, etc. que....”</p>	9 hours
Unit 5	<p>Read about and participate in a forum entitled “Hogar, dulce hogar” (Home, sweet home) and share one’s memories of childhood. “El pluscuamperfecto de subjuntivo”. “Expresar deseos y esperanzas sobre el pasado – ojalá + pluscuamperfecto de subjuntivo – me hubiera gustado + infinitivo. Read the text “Condiciones hipotéticas” (hypothetical situations) “Expresar condiciones hipotéticas – si +</p>	9 hours

	<p>pluscuamperfecto de subjuntivo, condicional compuesto/simple". Imagine past situations which each student would have liked to have happened and discuss what would have been the consequences of the same – "si hubiera aprendido español , habría ido a España." Read and discuss the text "Bebés y trabajo" (Babies and work) dealing with issues of working mothers, father's role, etc. "Expresar anterioridad en el futuro – cuando/antes de que + subjuntivo, futuro compuesto – "cuando nazca el bebé, ya habremos comprado todo lo necesario". Talk about all the things each student will have done before the end of the day, the week and the year.</p>	
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References:

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

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Campo C., et al. (2017). *Protagonistas B2*. Madrid: SM Español para extranjeros.
- Sanchez Lobato, et al. (2005). *Español sin fronteras 3*. Madrid: SGEL.
- Baulenas Neus Sans, et al. (2017). *Bítacora 3*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 3*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B2*. Madrid: Editorial Edelsa.

Additional material can be also used.