

**Department of Germanic & Romance Studies**  
**University of Delhi**

The Department has the following pool of Discipline Specific Electives which have already been approved by the Academic Council. However, the Committee of Courses decided to add to the pool of DSEs.

Semester III DSE 1:	Option 1: Studying Different Text Types
	Option 2: Introduction to the History of France and the Francophone World
	Option 3: Life in French Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester IV DSE 2	Option 1: Studying Different Text types
	Option 2: Introduction to the History of France and the Francophone World (2)
	Option 3: Life in French Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester V DSE 3:	Option 1: Introduction to Translation
	Option 2: Techniques of Written Expression
	Option 3: Study of European Art
	Option 4: Children and Adolescent Literature
	Option 5 Life Writing
Semester VI DSE 4:	Option 1: Research Methodology and Academic Writing
	Option 2: Introduction to Foreign Language Teaching
	Option 3: Introduction to Translation
	Option 4: Techniques of Written Expression
	Option 5: Study of European Art
	Option 6: Children and Adolescent Literature
	Option 7: Life Writing

<b>New proposed DSEs to be offered in Semesters III, IV V and VI to BA (Hons.) French</b>		
Sem III	DSE 1	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem IV	DSE 2	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem V	DSE 3	Option 6: Techniques of Interpretation
		Option 7: French for Specific Purposes
		Option 8: Practical Media Skills
Sem VI	DSE 4	Option 8: Techniques of Interpretation
		Option 9: French for Specific Purposes
		Option 10: Practical Media Skills

## Discipline Specific Electives for Semester III, IV, V and VI for UGCF French

### Semester III and IV

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option 5

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Creative Writing	4	3	1	0	Successfully completed sem I & II	Successfully completed sem I & II

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

Introduction to Creative Writing	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of creative writing</li> <li>• Encouraging students to express themselves creatively in the concerned foreign language.</li> <li>• Learners master specialised vocabulary, and expressions for specific kind of creative texts.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts</li> <li>• Equip students with various writing styles</li> <li>• Making students aware of the specificities of various types of texts</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Descriptive Texts</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Writing description of day-to-day experiences</li> <li>• Describing persons, objects, places, settings</li> <li>• Usage of rhetoric, idiomatic expressions, comparisons etc., to enrich descriptive texts</li> <li>• words and imagery to depict atmosphere/mood</li> </ul>	
<b>UNIT II: Narrative texts</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	

<b>UNIT III: Dramatic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>Setting the scene: Listing of, characters, backdrop, lighting</li> <li>Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	
<b>UNIT IV: Poetic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>How to present imagery</li> <li>Rhetoric</li> <li>Prosody</li> </ul>	
<b>UNIT V: Intermedial Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>Basic structures of comic strips and graphic novels</li> <li>How to write through images</li> <li>Caricature/comic effects and visual cues</li> </ul>	
<b>UNIT VI: Title, editing and styling</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>How to find an appropriate title for your text</li> <li>Tools and strategies of editing</li> <li>Developing personal style</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:  Giroux, Mathieu, (2006). <i>Comment Ecrire des histoires</i>, Rennes et Paris : Liberlog.  Stachak, Faly, (2004). <i>Un Plaisir à la portée de tous : 350 techniques d'écriture créatives</i>, Paris : Eyrolles.</p> <p><b>References</b>  Behn, Robin, and Chase Twichell, eds.(1992) <i>The Practice of Poetry: Writing Exercises from Poets Who Teach</i>. Harper (808.1/P881)  Bishop, Wendy, (1999), <i>Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy</i>, NCTE.  Johnston, Bret Anthony, ed. (2008), <i>Naming the World: And Other Exercises for the Creative Writer</i>, New York: Random.  Johnston, Sybil, (2002), <i>The Longman Journal for Creative Writing</i>, London: Longman  Neubauer, Bonnie. (2005), <i>The Write-Brain Workbook: 366 Exercises to Liberate Your Writing</i>, Writers Digest</p>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Semester III and IV

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option: 6

#### 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		

<b>Introduction to Content Writing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed sem I &amp; II</b>	<b>Successfully completed sem I &amp; II</b>
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<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorials</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teaching</b>
	<b>Lecture (Credits )</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

<b>Introduction to Content Writing</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of content writing</li> <li>• Encouraging awareness and imparting knowledge of content creation skills in the concerned foreign language.</li> <li>• Enabling learners to master specialised vocabulary, expressions for different kinds of content writing.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students with content writing skills for effective designing of content catering to a variety of fields.</li> <li>• Equip students to develop meaningful, need based offline and online content</li> <li>• Understanding offline and online trends of different types of content – text, voice, infographics and videos.</li> <li>• Imparting awareness that writing is thinking.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Introduction to Content Writing</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Informative content: to provide information, describe, explain, give the reader facts, tell what something looks like, summarize.</li> <li>• Basic Characteristics: Expository or other topic-centered structure, title, opening statement, information organized in logical clusters, conclusion or summary.</li> <li>• Writing Challenges and Possible solutions</li> <li>• Basic do's and don'ts of Content writing</li> </ul>	
<b>UNIT II: Outline, Presentation and Basic content of the Body</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Ascertaining different types of texts – informational report, descriptive report, explanatory report, observation log, scientific description, comparison, News article, photos with captions, <ul style="list-style-type: none"> <li>◊ Content creation steps: Developing basic grammar, and punctuation.</li> <li>◊ Outlining the process of engaging headlines,</li> <li>◊ Discovering the goals of content,</li> <li>◊ Determining general structures of content writing, which include step-by-step verb-first, sentences or presented in a specific order using time-order words (first, second, third; now, next, then, finally), etc.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>• Writing Recipes, science experiments, directions, instructions or manual, safety procedures, itinerary/schedule, rules, describing steps in a process such as a math operation, art project, steps in a fire drill, writing process, map with Directions, etc.</li> </ul>	
<b>UNIT III: Narrative Texts (Articles, Blogging, Web Pages)</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Understand the difference between article, blogs and web page.</li> <li>• Enabling students to write attractive contents by drawing them into an event or sequence of events to provide insights into a situation or the life of a person or other living thing</li> <li>• Texts for practice may include Personal narrative, narrative nonfiction, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, autobiography, biography, historical account, photo essay (sequential), observation log that includes personal thoughts and reflections (over time)</li> <li>• Make students aware of internet writing guidelines such as keyword density, plagiarised content etc.</li> </ul>	
<b>UNIT IV: Additional Writing Strategies and Proofreading</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• How to influence readers to take action or to subscribe to a belief.</li> <li>• Learn to give an overview of a topic, cite or paraphrase statement of author's position/argument, supporting facts/ evidence, Appeal to reader, conclusion or summary.</li> <li>• Texts for practice may include Letters, advertisements, poster, essays, brochures, reviews (movies or books), speech (e.g. political), debates and pro/con arguments.</li> <li>• Learn some strategies for proofreading, including identifying commonly committed mistakes, suggested language levels for different texts and distinct targetted readers.</li> </ul>	
<b>UNIT V: Writing Processes</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Pre-writing: planning and research</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing, Presenting and Sharing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:          Cloose, Eliane, (2014), <i>Le français du monde du travail</i>, Grenoble : PUG.          Dubois, Anne Lyse, Tauzin, Béatrice, (2016), <i>Objectif express 2 : le monde professionnel en français</i> (nouv. éd.), Paris : Hachette.          Penfornis, Jean-Luc, Oddou, Marc, (2012), <i>Français.com : débutant</i>, Paris : Clé International.          Penfornis, Jean-Luc, Oddou, Marc, (2012), <i>Français.com : débutant</i>, Paris : Clé International.</p> <p><b>References :</b>          Bank Richard D and Olson Gillia M., (2009) <i>The Everything Guide to Writing Nonfiction</i>, New York: Simon &amp; Schuster</p>	

Françoise, C., Louise, L., Martine, M., (2009), *Les écritures en situations professionnelles*, Québec : Presses de l'Université d'Québec.

Handley, Ann, (2016), *Everybody Writes*, New Delhi: Pan Macmillan

Maxwell Charles, (2020) *7 Steps to Better Writing: How to write better reports, proposals, email, blogs, and web content*, Towering Skills LLC

Max Tucker, Obront Jack, (2019), *The Scribe Method*, US: Lioncrest publishing Robinson

Joseph, (2020), *Content Writing Step-By-Step*, Amazon Digital Services LLC - KDP Print US

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.

## Semester V and VI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 6 /8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Interpretation	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

Techniques of Interpretation
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce learners to different types of interpretation like consecutive, simultaneous etc.</li> <li>To impart knowledge of various areas where interpretation is required.</li> </ul>
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about consecutive and simultaneous interpretation.</li> <li>Introduce students to basic practical aspects of interpreting.</li> <li>Enable students to use hone their listening and analysing skills.</li> <li>Familiarise students with ethical and professional aspects of interpreting, such as confidentiality and impartiality.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop specialised vocabulary for a particular field.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Introduction to interpretation vis a vis translation</li> <li>• History and evolution of interpretation</li> <li>• Importance and relevance of interpretation</li> <li>• Types of interpretation (dialogue/escort, consecutive, and simultaneous)</li> <li>• Qualities of an interpreter and the ethics of the profession</li> <li>• Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.</li> <li>• Global comprehension of a given speech</li> <li>• Understanding the content of a speech</li> <li>• Recognising words and phrases</li> <li>• Diction and register</li> <li>• Articulating and expressing speech</li> <li>• Intonation</li> <li>• Breathing techniques and pauses</li> </ul>	
<b>UNIT II</b>	<b>15 hours</b>
<ul style="list-style-type: none"> <li>• Introduction to consecutive interpretation</li> <li>• Active listening and memory exercises</li> <li>• Analysing and prioritising information</li> <li>• Note-taking</li> <li>• Reproducing</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Introduction to simultaneous interpretation</li> <li>• Shadowing</li> <li>• Noting down numbers, names, and longer passages</li> <li>• Predicting a word or phrase, rephrasing</li> <li>• Reproducing</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Gandrillon, D. (2006), <i>Vocabulaire thématique anglais-français</i>, Paris : Elipses.</li> <li>• Gillies, A. (2013), <i>Conference interpreting: A student's practice book</i>. New York: Routledge,.</li> <li>• Gillies, A. (2017), <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge.</li> <li>• Nolan, J. (2005), <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005.</li> <li>• Puchała-Ladzińska, K. (2024), <i>Interpreting: an Art, a Craft or a Superpower?</i>. V&amp;R Unipress.</li> <li>• Seleskovitch, D., Lederer, (1989) M., <i>Pédagogie raisonnée de l'interprétation</i>, Bruxelles-Luxembourg : Didier Erudition, OPOCE.</li> <li>• Tipton, R., Olgierda F. (2016), <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. London: Routledge.</li> </ul>	
Additional material may be provided by the Department.	
<b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

## Semester V and VI

**DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 7/ 9**

**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		
French for Specific Purposes	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

French for Specific purposes	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.</li> <li>Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about travel, tourism, marketing, management and banking sectors.</li> <li>Introduce students to basic practical aspects of these fields</li> <li>Enable students to communicate effectively with French-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations</li> <li>Familiarise students with various discursive specificities of each domain</li> <li>Develop specialised &amp; technical vocabulary, presentation skills</li> <li>Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>The profession of tour guiding and travel agent.</li> <li>Planning an itinerary by air, ship, train.</li> <li>Orientation of historical monuments and places</li> <li>Orientation on different kinds of tourism</li> <li>Making an audio-guide, preparing brochures/writing blog entries on historical monuments, museums, events</li> </ul>	
<b>UNIT II</b>	<b>9 hours</b>



<ul style="list-style-type: none"> <li>Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>Develop an understanding of the Hotel Industry in France and French-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>Introduction to gastronomy and restauration</li> </ul>	
<b>UNIT III</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>Writing job applications. Making a curriculum vitae.</li> <li>Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>Business codes and protocol, types of companies and structure of a company</li> </ul>	
<b>UNIT IV</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions</li> <li>Creating websites for business house, writing classified advertisements.</li> <li>Role play on buying and selling products, talking about one's skills</li> <li>Develop knowledge about Multinationals and business houses from French speaking countries, headquarters of companies, Chambers of Commerce</li> <li>Familiarize with products of import and export between France, French speaking countries and India. Areas of potential business growth. International brands.</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>Claude Peyrouet, Claude Bouthier, (2010). <i>Le tourisme en France</i>, Paris : Nathan</li> <li>M Demaret, P Maccotta, MP Rosillo, (2013). <i>Quartier d'affaires 1 – 2</i>, Paris: CLE.</li> <li>Beatrice Tauzin et Anne-Lyse Dubois, (2013) <i>Objectif express. Le monde professionnel en français, 1 et 2</i>. Paris:Hachette, coll. FLE.</li> <li>Jean Luc Penfornis, (2010). <i>Communication progressive du français des affaires</i>, Paris: CLE International</li> <li>Jean-Luc Penfornis, (2013). <i>Vocabulaire progressive du francais des affaires avec 250 exercices</i>, Paris: CLE International</li> <li>Sophie Corbeau, Chantal Dubois, Jean-Luc Penfornis, (2013). <i>Tourisme.com</i>, Paris : Clé International.</li> <li>Guides du routard</li> <li>Guides Michelin</li> </ul> <p>Additional material may be provided by the Department.</p>	
<p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Semester V and VI

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 8/ 10 Practical Media Skills

#### 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		
Practical Media Skills	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

Practical Media Skills	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Provide knowledge about a brief History of journalism in French and the French-speaking world</li> <li>• Develop critical thinking skills regarding media consumption.</li> <li>• Understand the different types of media and their impact on society.</li> <li>• Imparting skills to analyze and evaluate media messages effectively.</li> <li>• Enhancing communication skills for creating compelling media content (written, audio, or visual).</li> <li>• Gain practical experience in using various media tools and platforms</li> </ul>	
<b>Learning Outcomes:</b> <b>At the end of the semester, the students will be able to</b> <ul style="list-style-type: none"> <li>• Understand and analyse different media forms.</li> <li>• Familiarize themselves with print and audio-visual media of France and the French-speaking world.</li> <li>• Develop an understanding of various types of journalism</li> <li>• Compare news items on different channels to analyse ideological Differences in news presentations.</li> <li>• Develop awareness about Censorship laws in various countries and the professional risks involved in Journalism</li> <li>• Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media</li> <li>• Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.</li> <li>• Familiarize with basic editing skills</li> <li>• Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.</li> </ul>	

<b>SYLLABUS:</b>	
<b>UNIT I</b>	<b>5 Hours</b>
<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	
<b>UNIT II</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Brief History of journalism in the francophone world., Famous French and Francophone newspapers (<i>Le Monde</i>, <i>Libération</i>, France; <i>Le Messager</i>, Senegal; <i>El Watan</i>, Algeria; etc) Bilingual Regional Press. (<i>Le Dauphiné Libéré</i>, <i>Le Parisien</i>).</li> <li>• Radio and T.V. news channels in France and the French-speaking world, as well as national and international multimedia journalism, TV5.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> <li>• Examining the role of advertising and propaganda.</li> <li>• Developing skills for critically analyzing news, social media, and entertainment content.</li> <li>• In-depth analysis of specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc.</li> <li>• Understanding the strengths and limitations of each media form.</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> <li>• Visual storytelling with photography and videography basics</li> </ul>	
<b>UNIT IV</b>	<b>10 Hours</b>

<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Comparing headlines and presentation of news in various newspapers/Summarizing an article/ Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial discrimination, etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing &amp; writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc.</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>• Amossy, R.. (2010). <i>L'argumentation dans le discours.</i>, Paris: Colin</li> <li>• Duclaux, L. T., (2017), <i>Savoir écrire des articles</i>, Paris : Primento et Editions Ecrire Aujourd'hui.</li> <li>• Lucie, A., Devillard, V., Granchet, A, Le Saulnier, G., (2022), <i>Le manuel de journalisme</i>, Paris : Ellipses.</li> <li>• Payette, D. (2007), <i>Le journalisme radiophonique</i>, Montréal : Les Presses de l'université de Montréal.</li> <li>• Robert, C., Briggs, M., (2014), <i>Manuel de journalisme web : Blogs, réseaux sociaux, multimédia, info mobile</i>, Paris : Eyrolles</li> <li>• Yvan, A., Brisson, P., Parent, A., Maltais, R. (2021). <i>L'écriture journalistiques sous toutes ses formes</i>, Montréal : Les Presses de l'université de Montréal.</li> </ul> <p><b>Note:</b> Teachers are free to recommend supplementary study material.</p>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**Department of Germanic & Romance Studies**  
**University of Delhi**

The Department has the following pool of Discipline Specific Electives which have already been approved by the Academic Council. However, the Committee of Courses decided to add to the pool of DSEs.

Semester III DSE 1:	Option 1: Studying Different Text Types
	Option 2: Introduction to the History of Germany and German-speaking countries
	Option 3: Life in German Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester IV DSE 2	Option 1: Studying Different Text types
	Option 2: Introduction to the History of Germany and German-speaking countries (2)
	Option 3: Life in German Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester V DSE 3:	Option 1: Introduction to Translation
	Option 2: Techniques of Written Expression
	Option 3: Study of European Art
	Option 4: Children and Adolescent Literature
	Option 5 Life Writing
Semester VI DSE 4:	Option 1: Research Methodology and Academic Writing
	Option 2: Introduction to Foreign Language Teaching
	Option 3: Introduction to Translation
	Option 4: Techniques of Written Expression
	Option 5: Study of European Art
	Option 6: Children and Adolescent Literature
	Option 7: Life Writing

<b>New proposed DSEs to be offered in Semesters III, IV V and VI to BA (Hons.) German</b>		
Sem III	DSE 1	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem IV	DSE 2	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem V	DSE 3	Option 6: Techniques of Interpretation
		Option 7: German for Specific Purposes
		Option 8: Practical Media Skills
Sem VI	DSE 4	Option 8: Techniques of Interpretation
		Option 9: German for Specific Purposes
		Option 10: Practical Media Skills

## Discipline Specific Electives for Semesters III, IV, V and VI for UGCF German

### Semester III and IV

#### **DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option 5**

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

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

Introduction to Creative Writing	
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Imparting basic skills and tools of creative writing</li><li>• Encouraging students to express creatively in the concerned foreign language.</li><li>• Learners master specialised vocabulary, expressions for specific kind of creative texts.</li></ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts</li><li>• Equip students with various writing styles</li><li>• Making students aware about specificities of various types of texts</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I : Descriptive Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"><li>• Writing description of day-to-day experiences</li><li>• Describing persons, objects, places, settings</li><li>• Usage of rhetoric, idiomatic expressions, comparisons etc. to enrich descriptive texts</li><li>• words and imagery to depict atmosphere/mood</li></ul>	
<b>UNIT II: Narrative texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"><li>• Setting</li><li>• Plot</li><li>• Characterisation</li><li>• Scene and point of view</li><li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li></ul>	
<b>UNIT III: Dramatic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"><li>• Setting the scene: Listing of, characters, backdrop, lighting</li><li>• Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li><li>• Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li></ul>	

<b>UNIT IV: Poetic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• How to present imagery</li> <li>• Rhetoric</li> <li>• Prosody</li> </ul>	
<b>UNIT V: Intermedial Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Basic structures of comic strips and graphic novels</li> <li>• How to write through images</li> <li>• Caricature/comic effects and visual cues</li> </ul>	
<b>UNIT VI: Title, editing and styling</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• How to find an appropriate title for your text</li> <li>• Tools and strategies of editing</li> <li>• Developing personal style</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Schwab, A. (2022). 100 inspirierende Übungen für Kreatives Schreiben: wie Sie Ihre Schreibblockaden effektiv lösen und Ihren Schreibstil beeindruckend verbessern.</li> <li>• Leis, M. (2006). Kreatives Schreiben: 111 Übungen.</li> <li>• Wittke, E. (2022). Gut und kurz: So will ich schreiben: Anekdoten, Impressionen, Skizzen Wege zu kreativen Texten</li> <li>• Kraus, Y. (2024). 200 neue Übungen für kreatives Schreiben: Mehr Schreibübungen für Schreibbegeisterte, Autor*innen, Lehrer*innen, Workshop-Leitende und Schreibgruppen.</li> </ul> <p><b>References :</b></p> <ul style="list-style-type: none"> <li>• Behn, Robin, and Chase Twichell, eds. (1992) <i>The Practice of Poetry: Writing Exercises from Poets Who Teach</i>. Harper (808.1/P881)</li> <li>• Bishop, Wendy, (1999), <i>Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy</i>, NCTE.</li> <li>• Johnston, Bret Anthony, ed. (2008), <i>Naming the World: And Other Exercises for the Creative Writer</i>, New York: Random.</li> <li>• Johnston, Sybil, (2002), <i>The Longman Journal for Creative Writing</i>, London: Longman</li> <li>• Neubauer, Bonnie. (2005), <i>The Write-Brain Workbook: 366 Exercises to Liberate Your Writing</i>, Writers Digest</li> </ul> <p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Semester III and IV

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-11)

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

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

Introduction to Content Writing	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of content writing</li> <li>• Encouraging awareness and imparting knowledge of content creation skills in in the concerned foreign language.</li> <li>• Enabling learners to master specialised vocabulary, expressions for different kinds of content writing.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students with content writing skills for effective designing of content catering to a variety of fields.</li> <li>• Equip students to develop meaningful, need based offline and online content</li> <li>• Understanding offline and online trends of different types of content – text, voice, infographics and videos.</li> <li>• Imparting awareness that writing is thinking.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Introduction to Content Writing</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Informative content: to provide information, describe, explain, give the reader facts, tell what something looks like, summarize.</li> <li>• Basic Characteristics: Expository or other topic-centered structure, title, opening statement, information organized in logical clusters, conclusion or summary.</li> <li>• Writing Challenges and Possible solutions</li> <li>• Basic do's and don'ts of Content writing</li> </ul>	
<b>UNIT II: Outline, Presentation and Basic content of the Body</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Ascertaining different types of texts – informational report, descriptive report, explanatory report, observation log, scientific description, comparison, News article, photos with captions, <ul style="list-style-type: none"> <li>◇ Content creation steps: Developing basic grammar, punctuation.</li> <li>◇ Outlining process of engaging headlines,</li> <li>◇ Discovering the goals of content,</li> <li>◇ Determining general structures of content writing which include step by step verb-first, sentences or presented in a specific order using time-order words (first, second, third; now, next, then, finally) etc.</li> </ul> </li> <li>• Writing of Recipe, science experiment, directions, instructions or manual, safety procedure, itinerary/schedule, rules, describing steps in a process such as a math operation, art project, steps in a fire drill, writing process, map with Directions, etc.</li> </ul>	
<b>UNIT III: Narrative Texts (Articles, Blogging, Web Pages)</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Understand the difference between article, blogs and web page.</li> </ul>	



<ul style="list-style-type: none"> <li>• Enabling students to write attractive contents by drawing them into an event or sequence of events to provide insights into a situation or the life of a person or other living thing</li> <li>• Texts for practice may include Personal narrative, narrative nonfiction, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, autobiography, biography, historical account, photo essay (sequential), observation log that includes personal thoughts and reflections (over time)</li> <li>• Make students aware of internet writing guidelines such as keyword density, plagiarised content etc.</li> </ul>	
<b>UNIT IV: Additional Writing Strategies and Proofreading</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• How to influence readers to take action or to subscribe to a belief.</li> <li>• Learn to give an overview of a topic, cite or paraphrase statement of author's position/argument, supporting facts/evidence, Appeal to reader, conclusion or summary.</li> <li>• Texts for practice may include Letter, advertisement, poster, essay, advertisement, brochure, review (movie or book), speech (e.g. political), debate, poem, pro/con argument.</li> <li>• Learn some strategies for proofreading including identify commonly committed mistakes, suggested language level for different texts and distinct targeted readers.</li> </ul>	
<b>UNIT V: Writing Processes</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Pre-writing: planning and research</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing, Presenting and Sharing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Backhaus A. Sander I, Skrodzki J. (2019): Mittelpunkt neu: B2/C1. Deutsch als Fremdsprache für Fortgeschrittene. Intensivtrainer mit Audio-CD. Textsorten für Studium und Beruf. Klett.</li> <li>• Bayerlein O. (Herausgeber), Buchner P. (Autor) (2014): Campus Deutsch - Schreiben: Deutsch als Fremdsprache. Kursbuch Taschenbuch. Hueber.</li> <li>• Doubek M., Hohmann S., Mautsch K. (2016): Mittelpunkt neu C1. Intensivtrainer - Wortschatz und Grammatik. Deutsch als Fremdsprache für Fortgeschrittene. Klett.</li> <li>• Dreyer H., Schmitt R. (2009): Lehr- und Übungsbuch der deutschen Grammatik. Taschenbuch. Hueber.</li> <li>• Jin F., Voß U. (2017): Grammatik aktiv B2/C1: Verstehen, Üben, Sprechen. Übungsgrammatik. Deutsch als Fremdsprache. Taschenbuch. Cornelsen.</li> <li>• Richter U, Fügert N. (2016): Wissenschaftlich arbeiten und schreiben: Lehr- und Arbeitsbuch (Deutsch für das Studium). Taschenbuch. Klett.</li> </ul> <p><b>References</b>  Bank Richard D and Olson Gillia M., (2009) <i>The Everything Guide to Writing Nonfiction</i>, New York: Simon &amp; Schuster  Handley, Ann, (2016), <i>Everybody Writes</i>, New Delhi: Pan Macmilan</p>	

Maxwell Charles, (2020) *7 Steps to Better Writing: How to write better reports, proposals, email, blogs, and web content*, Towering Skills LLC  
 Max Tucker, Obront Jack, (2019), *The Scribe Method*, US: Lioncrest publishing Robinson Joseph, (2020), *Content Writing Step-By-Step*, Amazon Digital Services LLC - KDP Print US

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.

## Semester V and VI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 6 /8

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

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

Techniques of Interpretation	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce learners to different types of interpretation like consecutive, simultaneous etc.</li> <li>To impart knowledge of various areas where interpretation is required.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about consecutive and simultaneous interpretation.</li> <li>Introduce students to basic practical aspects of interpreting.</li> <li>Enable students to hone their listening and analysing skills.</li> <li>Familiarise students with ethical and professional aspects of interpreting, such as confidentiality and impartiality.</li> <li>Develop specialised vocabulary for a particular field.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>Introduction to interpretation vis a vis translation</li> <li>History and evolution of interpretation</li> <li>Importance and relevance of interpretation</li> <li>Types of interpretation (dialogue/escort, consecutive, and simultaneous)</li> <li>Qualities of an interpreter and the ethics of the profession</li> <li>Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.</li> <li>Global comprehension of a given speech</li> <li>Understanding the content of a speech</li> <li>Recognising words and phrases</li> <li>Diction and register</li> <li>Articulating and expressing speech</li> </ul>	

<ul style="list-style-type: none"> <li>• Intonation</li> <li>• Breathing techniques and pauses</li> </ul>	
<b>UNIT II</b>	<b>15 hours</b>
<ul style="list-style-type: none"> <li>• Introduction to consecutive interpretation</li> <li>• Active listening and memory exercises</li> <li>• Analysing and prioritising information</li> <li>• Note-taking</li> <li>• Reproducing</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Introduction to simultaneous interpretation</li> <li>• Shadowing</li> <li>• Noting down numbers, names, and longer passages</li> <li>• Predicting a word or phrase, rephrasing</li> <li>• Reproducing</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>• Kaindl, K., &amp; Kadrić, M. (Eds.). (2016). <i>Berufsziel Übersetzen und Dolmetschen: Grundlagen, Ausbildung, Arbeitsfelder</i> (Vol. 4454). UTB.</li> <li>• Gillies, A. (2013). <i>Conference interpreting: A student's practice book</i>. Routledge.</li> <li>• Gillies, A. (2017). <i>Note-taking for consecutive interpreting: A short course</i>. Routledge.</li> <li>• Nolan, J. (2005). <i>Interpretation: Techniques and exercises</i>. Multilingual Matters.</li> <li>• Puchała-Ladzińska, K. (2024). <i>Interpreting: an Art, a Craft or a Superpower?</i>. V&amp;R Unipress.</li> <li>• Tipton, R., &amp; Furmanek, O. (2016). <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. Routledge.</li> </ul>	
Additional material may be provided by the Department. <ul style="list-style-type: none"> <li>• <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</li> </ul>	

### Semester V and VI

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 7/ 9

#### 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		
German for Specific Purposes	4	3	1	0	Passed Class XII	Nil

German for Specific purposes
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Imparting hands-on knowledge of various fields so that the learners discover the nature of service provided by these sectors.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Create basic awareness about travel, tourism, marketing, management and banking sectors.</li> <li>• Introduce students to basic practical aspects of these fields</li> <li>• Enable students to communicate effectively with German-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations</li> <li>• Familiarise students with various discursive specificities of each domain</li> <li>• Develop specialised &amp; technical vocabulary, presentation skills</li> <li>• Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• The profession of tour guiding and travel agent.</li> <li>• Planning an itinerary by air, ship, train.</li> <li>• Orientation of historical monuments and places</li> <li>• Orientation on different kinds of tourism</li> <li>• Making an audio-guide, preparing brochures/writing blog entries on historical monuments, museums, events</li> </ul>	
<b>UNIT II</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>• Familiarize students with international travel and ticketing vocabulary, travel insurance and visa procedures, health advisories.</li> <li>• Develop an understanding of the hotel industry in German-speaking countries/India, important hotel chains, language used in hotel industry, airports and by airlines.</li> <li>• Introduction to gastronomy sector.</li> </ul>	
<b>UNIT III</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Writing job applications. Making a curriculum vitae.</li> <li>• Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>• Business codes and protocol, types of companies and structure of a company</li> </ul>	
<b>UNIT III</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions</li> <li>• Creating websites for business house, writing classified advertisements.</li> <li>• Role play on buying and selling products, talking about one's skills</li> <li>• Develop knowledge about Multinationals and business houses from German-speaking countries, headquarters of companies, Chambers of Commerce</li> </ul>	

<ul style="list-style-type: none"> <li>Familiarize with products of import and export between German-speaking countries and India. Areas of potential business growth. International brands.</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>Lévy-Hillerich, D. (2005). Kommunikation im Tourismus: Kursbuch.</li> <li>Barberis, P. (2000). Deutsch im Hotel: ein kommunikatives Lehrwerk in zwei Bänden für Deutschlernende in der Hotel- und Tourismusbranche. Korrespondenz : schriftliche Kommunikation.</li> <li>Thommes, D. &amp; Schmidt, A. (2016). Menschen im Beruf Medizin: Deutsch als Fremdsprache. Hueber.</li> <li>Schnack, A. &amp; Hagner, V. (2018). Fachwortschatztrainer Pflege: Deutsch als Fremd- und Zweitsprache. Hueber.</li> <li>Deutsch am Arbeitsplatz: A2/B1+ gemeinsamer europäischer Referenzrahmen ; mit Audio-CDs. Buch. (2013).</li> <li>Sander, I., Fügert, N., Grosser, R., Hanke, C., Ilse, V., Mautsch, K. F. &amp; Schmeiser, D. (2017). DAF im Unternehmen B1/B2.</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

### Semester V and VI

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 8/ 10 Practical Media Skills

#### 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		
Practical Media Skills	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

<b>Practical Media Skills</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Provide knowledge about a brief history of journalism in German-speaking countries.</li> <li>• Develop critical thinking skills regarding media consumption.</li> <li>• Understand the different types of media and their impact on society.</li> <li>• Imparting skills to analyze and evaluate media messages effectively.</li> <li>• Enhancing communication skills for creating compelling media content (written, audio, or visual).</li> <li>• Gain practical experience in using various media tools and platforms</li> </ul>	
<b>Learning Outcomes:</b> <b>At the end of the semester, the students will be able to</b> <ul style="list-style-type: none"> <li>• Understand and analyse different media forms.</li> <li>• Familiarize themselves with print and audio-visual media of German-speaking countries.</li> <li>• Develop an understanding of various types of journalism.</li> <li>• Compare news items on different channels to analyse ideological Differences in news presentations.</li> <li>• Develop awareness about Censorship laws in various countries and the professional risks involved in journalism.</li> <li>• Develop skills to read, compare and analyse articles/reports/editorials/programmes/ information across various types of media.</li> <li>• Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.</li> <li>• Familiarize with basic editing skills.</li> <li>• Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.</li> </ul>	
<b>SYLLABUS:</b>	
<b>UNIT I</b>	<b>5 Hours</b>
<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	
<b>UNIT II</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Brief History of journalism in the German-speaking countries and introduction to famous newspapers and news magazines from there (<i>Die Zeit, Frankfurter Allgemeine Zeitung, Neue Zürcher Zeitung, Süddeutsche Zeitung, Die Tageszeitung, Der Spiegel, Kronen Zeitung</i>; etc).</li> <li>• Radio and T.V. news channels in German-speaking countries, as well as national and international multimedia journalism.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> <li>• Examining the role of advertising and propaganda.</li> <li>• Developing skills for critically analyzing news, social media, and entertainment content.</li> </ul>	

<ul style="list-style-type: none"> <li>• In-depth analysis of specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc.</li> <li>• Understanding the strengths and limitations of each media form.</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> <li>• Visual storytelling with photography and videography basics</li> </ul>	
<b>UNIT IV</b>	<b>10 Hours</b>
<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Comparing headlines and presentation of news in various newspapers/Summarizing an article/ Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial discrimination, etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing &amp; writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc.</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>• Wilke, J. (2000). Grundzüge der Medien- und Kommunikationsgeschichte: von den Anfängen bis ins 20. Jahrhundert.</li> <li>• Böhn, A., &amp; Seidler, A. (2014). Mediengeschichte: eine Einführung. Narr Francke Attempto Verlag.</li> <li>• Schneider, B. J. (2019). Apps &amp; Co. im Deutschunterricht gezielt einsetzen - Klasse 5-10: Fertige Stundenentwürfe. Kopiervorlagen.</li> <li>• Gabbert, T., &amp; Dufeu, A. (2024). Medienbildung im Unterricht - Mehr Sicherheit auf Social Media für Jugendliche: Buch mit Materialien über Webcode.</li> <li>• Online-Material: <a href="https://eduki.com/de/unterricht/3615/deutsch/lesen/sachtexte-medien/zeitung">https://eduki.com/de/unterricht/3615/deutsch/lesen/sachtexte-medien/zeitung</a></li> </ul> <p><b>Note:</b> Teachers are free to recommend supplementary study material.</p>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

**Department of Germanic & Romance Studies**  
**University of Delhi**

The Department has the following pool of Discipline Specific Electives which have already been approved by the Academic Council. However, the Committee of Courses decided to add to the pool of DSEs.

Semester III DSE 1:	Option 1: Studying Different Text Types
	Option 2: Introduction to the History of Spain and Latin America
	Option 3: Life in Spain and Spanish Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester IV DSE 2	Option 1: Studying Different Text types
	Option 2: Introduction to the History of Spain and Latin America (2)
	Option 3: Life in Spain and Spanish Speaking Countries
	Option 4: Debating and Presentation Techniques
Semester V DSE 3:	Option 1: Introduction to Translation
	Option 2: Techniques of Written Expression
	Option 3: Study of European Art
	Option 4: Children and Adolescent Literature
	Option 5 Life Writing
Semester VI DSE 4:	Option 1: Research Methodology and Academic Writing
	Option 2: Introduction to Foreign Language Teaching
	Option 3: Introduction to Translation
	Option 4: Techniques of Written Expression
	Option 5: Study of European Art
	Option 6: Children and Adolescent Literature
	Option 7: Life Writing

<b>New proposed DSEs to be offered in Semesters III, IV V and VI to BA (Hons.) Spanish</b>		
Sem III	DSE 1	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem IV	DSE 2	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem V	DSE 3	Option 6: Techniques of Interpretation
		Option 7: Spanish for Specific Purposes
Sem VI	DSE 4	Option 8: Techniques of Interpretation
		Option 9: Spanish for Specific Purposes



**Department of Germanic & Romance Studies**  
**University of Delhi**

**Discipline Specific Electives for Semesters III, IV, V and VI for UGCF Spanish**

**Semester III and IV**

**DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option 5**

**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		
<b>Introduction to Creative Writing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed sem I &amp; II</b>	<b>Successfully completed sem I &amp; II</b>

<b>Introduction to Creative Writing</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of creative writing</li> <li>• Encouraging students to express creatively in the concerned foreign language.</li> <li>• Learners master specialised vocabulary, expressions for specific kind of creative texts.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts</li> <li>• Equip students with various writing styles</li> <li>• Making students aware about specificities of various types of texts</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I : Descriptive Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Writing description of day to day experiences</li> <li>• Describing persons, objects, places, settings</li> <li>• Usage of rhetoric, idiomatic expressions, comparisons etc. to enrich descriptive texts</li> <li>• words and imagery to depict atmosphere/mood</li> </ul>	
<b>UNIT II: Narrative texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	
<b>UNIT III: Dramatic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Setting the scene: Listing of, characters, backdrop, lighting</li> </ul>	

<ul style="list-style-type: none"> <li>Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	
<b>UNIT IV: Poetic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>How to present imagery</li> <li>Rhetoric</li> <li>Prosody</li> </ul>	
<b>UNIT V: Intermedial Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>Basic structures of comic strips and graphic novels</li> <li>How to write through images</li> <li>Caricature/comic effects and visual cues</li> </ul>	
<b>UNIT VI: Title, editing and styling</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>How to find an appropriate title for your text</li> <li>Tools and strategies of editing</li> <li>Developing personal style</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <p>Cortez, Ángel, Flores, Adela et al., <i>Expresión oral y escrita</i>, McGraw Hill Education, México D. F. 2017</p> <p>Ramos Jiménez, Leticia et al., <i>Tareas de lecturas expresión oral y escrita - Guía de actividades</i>, Pearson Custom Publishing, México D. F., 2018</p> <p><b>References</b></p> <p>Behn, Robin, and Chase Twichell, eds.(1992) <i>The Practice of Poetry: Writing Exercises from Poets Who Teach</i>. Harper (808.1/P881)</p> <p>Bishop, Wendy, (1999), <i>Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy</i>, NCTE.</p> <p>Johnston, Bret Anthony, ed. (2008), <i>Naming the World: And Other Exercises for the Creative Writer</i>, New York: Random.</p> <p>Johnston, Sybil, (2002), <i>The Longman Journal for Creative Writing</i>, London: Longman</p> <p>Neubauer, Bonnie. (2005), <i>The Write-Brain Workbook: 366 Exercises to Liberate Your Writing</i>, Writers Digest</p> <p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Semester III and IV

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option 6

#### 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		

<b>Introduction to Content Writing</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed sem I &amp; II</b>	<b>Successfully completed sem I &amp; II</b>
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<b>Introduction to Content Writing</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of content writing</li> <li>• Encouraging awareness and imparting knowledge of content creation skills in the concerned foreign language.</li> <li>• Enabling learners to master specialised vocabulary, expressions for different kinds of content writing.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students with content writing skills for effective designing of content catering to a variety of fields.</li> <li>• Equip students to develop meaningful, need based offline and online content</li> <li>• Understanding offline and online trends of different types of content – text, voice, infographics and videos.</li> <li>• Imparting awareness that writing is thinking.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Introduction to Content Writing</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Informative content: to provide information, describe, explain, give the reader facts, tell what something looks like, summarize.</li> <li>• Basic Characteristics: Expository or other topic-centered structure, title, opening statement, information organized in logical clusters, conclusion or summary.</li> <li>• Writing Challenges and Possible solutions</li> <li>• Basic do's and don'ts of Content writing</li> </ul>	
<b>UNIT II: Outline, Presentation and Basic content of the Body</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Ascertaining different types of texts – informational report, descriptive report, explanatory report, observation log, scientific description, comparison, News article, photos with captions, <ul style="list-style-type: none"> <li>◇ Content creation steps: Developing basic grammar, punctuation.</li> <li>◇ Outlining process of engaging headlines,</li> <li>◇ Discovering the goals of content,</li> <li>◇ Determining general structures of content writing which include step by step verb-first, sentences or presented in a specific order using time-order words (first, second, third; now, next, then, finally) etc.</li> </ul> </li> <li>• Writing of Recipe, science experiment, directions, instructions or manual, safety procedure, itinerary/schedule, rules, describing steps in a process such as a math operation, art project, steps in a fire drill, writing process, map with Directions, etc.</li> </ul>	
<b>UNIT III: Narrative Texts (Articles, Blogging, Web Pages)</b>	<b>9 Hours</b>

<ul style="list-style-type: none"> <li>• Understand the difference between article, blogs and web page.</li> <li>• Enabling students to write attractive contents by drawing them into an event or sequence of events to provide insights into a situation or the life of a person or other living thing</li> <li>• Texts for practice may include Personal narrative, narrative nonfiction, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, autobiography, biography, historical account, photo essay (sequential), observation log that includes personal thoughts and reflections (over time)</li> <li>• Make students aware of internet writing guidelines such as keyword density, plagiarised content etc.</li> </ul>	
<b>UNIT IV: Additional Writing Strategies and Proofreading</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• How to influence readers to take action or to subscribe to a belief.</li> <li>• Learn to give an overview of a topic, cite or paraphrase statement of author's position/argument, supporting facts/evidence, Appeal to reader, conclusion or summary.</li> <li>• Texts for practice may include Letter, advertisement, poster, essay, advertisement, brochure, review (movie or book), speech (e.g. political), debate, poem, pro/con argument.</li> <li>• Learn some strategies for proofreading including identify commonly committed mistakes, suggested language level for different texts and distinct targetted readers.</li> </ul>	
<b>UNIT V: Writing Processes</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Pre-writing: planning and research</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing, Presenting and Sharing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:  González, Marisa, Martín, Felipe, et al (2007) <i>Socio 1 -2 : Curso de español orientado al mundo de trabajo</i>, Difusión : Madrid  Juan, Olga, de Prada, Marisa, et al (2002) <i>En equipo.es 1</i>, Edinumen, Madrid  Juan, Olga, Zaragoza, Ana, et al (2008) <i>En equipo.es 2</i>, Edinumen, Madrid</p> <p><b>References</b>  Bank Richard D and Olson Gillia M., (2009) <i>The Everything Guide to Writing Nonfiction</i>, New York: Simon &amp; Schuster  Handley, Ann, (2016), <i>Everybody Writes</i>, New Delhi: Pan Macmilan  Maxwell Charles, (2020) <i>7 Steps to Better Writing: How to write better reports, proposals, email, blogs, and web content</i>, Towering Skills LLC  Max Tucker, Obront Jack, (2019), <i>The Scribe Method</i>, US: Lioncrest publishing Robinson Joseph, (2020), <i>Content Writing Step-By-Step</i>, Amazon Digital Services LLC - KDP Print US</p>	

Additional material may be provided by the Department.

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

## Semester V and VI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 6/ 8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Interpretation	4	3	1	0	Successfully completed sem I, II, III and IV	Successfully completed sem I, II, III and IV

Techniques of Interpretation	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce learners to different types of interpretation like consecutive, simultaneous etc.</li> <li>To impart knowledge of various areas where interpretation is required.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about consecutive and simultaneous interpretation.</li> <li>Introduce students to basic practical aspects of interpreting.</li> <li>Enable students to use hone their listening and analysing skills.</li> <li>Familiarise students with ethical and professional aspects of interpreting, such as confidentiality and impartiality.</li> <li>Develop specialised vocabulary for a particular field.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>Introduction to interpretation vis a vis translation</li> <li>History and evolution of interpretation</li> <li>Importance and relevance of interpretation</li> <li>Types of interpretation (dialogue/escort, consecutive, and simultaneous)</li> <li>Qualities of an interpreter and the ethics of the profession</li> <li>Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.</li> <li>Global comprehension of a given speech</li> <li>Understanding the content of a speech</li> <li>Recognising words and phrases</li> <li>Diction and register</li> <li>Articulating and expressing speech</li> <li>Intonation</li> <li>Breathing techniques and pauses</li> </ul>	

<b>UNIT II</b>	<b>15 hours</b>
<ul style="list-style-type: none"> <li>• Introduction to consecutive interpretation</li> <li>• Active listening and memory exercises</li> <li>• Analysing and prioritising information</li> <li>• Note-taking</li> <li>• Reproducing</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Introduction to simultaneous interpretation</li> <li>• Shadowing</li> <li>• Noting down numbers, names, and longer passages</li> <li>• Predicting a word or phrase, rephrasing</li> <li>• Reproducing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Ivars, Jiménez. <i>Primeros pasos hacia la interpretación</i>. Edelsa, 2012.</li> <li>• March, Bosch C. <i>Técnicas de interpretación consecutiva: la toma de notas</i>. Comares, 2013.</li> <li>• Gillies, Andrew. <i>Conference interpreting: A student's practice book</i>. Routledge, 2013.</li> <li>• Gillies, Andrew. <i>Note-taking for consecutive interpreting: A short course</i>. Routledge, 2017.</li> <li>• Nolan, James. <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005.</li> <li>• Puchała-Ladzińska, Karolina. <i>Interpreting: an Art, a Craft or a Superpower?</i> V&amp;R Unipress, 2024.</li> <li>• Tipton, Rebecca, and Olgierda Furmanek. <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. Routledge, 2016.</li> </ul>	
<p>Additional material may be provided by the Department.  <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

### Semester V and VI

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 7/ 9

#### 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		
Spanish for Specific Purposes	4	3	1	0	Successfully completed sem I, II, III and IV	Successfully completed sem I, II, III and IV

Spanish for Specific purposes
Learning Objectives:

<ul style="list-style-type: none"> <li>• To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.</li> <li>• Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Create basic awareness about travel, tourism, marketing, management and banking sectors.</li> <li>• Introduce students to basic practical aspects of these fields</li> <li>• Enable students to communicate effectively with Spanish-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations</li> <li>• Familiarise students with various discursive specificities of each domain</li> <li>• Develop specialised &amp; technical vocabulary, presentation skills</li> <li>• Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• The profession of tour guiding and travel agent.</li> <li>• Planning an itinerary by air, ship, train.</li> <li>• Orientation of historical monuments and places</li> <li>• Orientation on different kinds of tourism</li> <li>• Making an audio-guide, preparing brochures/writing blog entries on historical monuments, museums, events</li> </ul>	
<b>UNIT II</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>• Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>• Develop an understanding of the Hotel Industry in France and Spanish-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>• Introduction to gastronomy and restauration</li> </ul>	
<b>UNIT III</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Writing job applications. Making a curriculum vitae.</li> <li>• Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>• Business codes and protocol, types of companies and structure of a company</li> </ul>	
<b>UNIT III</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions</li> <li>• Creating websites for business house, writing classified advertisements.</li> <li>• Role play on buying and selling products, talking about one's skills</li> <li>• Develop knowledge about Multinationals and business houses from Spanish speaking countries, headquarters of companies, Chambers of Commerce</li> </ul>	

<ul style="list-style-type: none"> <li>Familiarize with products of import and export between France, Spanish speaking countries and India. Areas of potential business growth. International brands.</li> </ul>	
<b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> <li>De Prada, M. et al., (2021). <i>Entorno turístico</i>, Editorial Edelsa, Madrid</li> <li>De Prada Segovia, M., Bovet Pla, M. et al, (2022) <i>Entorno Empresarial</i>, Grupo Anaya, Madrid</li> <li>Lago Ángel Felices and Cecilia I. Ruiz López, ( 2015). <i>Español para el comercio mundial del siglo XXI</i>, Editorial Edinumen, Madrid,</li> <li>Maria Lluïsa Sabater, Lola Martínez (2006). <i>Socios 2</i>, Editorial Difusión, Madrid</li> </ul>	
Additional material may be provided by the Department. <b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 8/ 10

#### 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		
Practical Media skills-1	4	3	1	Nil	Successfully completed sem I, II, III and IV	Successfully completed sem I, II, III and IV

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

#### Learning Objectives:

- Provide knowledge about a brief History of journalism in the Hispanic world.
- Develop critical thinking skills regarding media consumption.
- Understand the different types of media and their impact on society.



- Imparting skills to analyze and evaluate media messages effectively.
- Enhancing communication skills for creating compelling media content (written, audio, or visual).
- Gain practical experience in using various media tools and platforms.

### Learning Outcomes:

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

- Understand different media forms.
- Familiarize themselves with print and audio-visual media of the Hispanic world.
- Develop an understanding of various types of journalism
- Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media.
- Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.
- Familiarize with basic editing skills.
- Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.

### SYLLABUS OF DSE-9

#### Content

UNIT	CONTENT	DURATION
<b>Unit – 1</b>	<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	5 hours
<b>Unit – 2</b>	<ul style="list-style-type: none"> <li>• Brief History of journalism in the Hispanic world., newspapers of Spain and Latin American countries (El País, Spain; La Nación, Argentina; El Universal, Mexico; etc.).</li> <li>• Radio and T.V. news channels in the Hispanic world, as well as national and international multimedia journalism.</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> </ul>	15 hours
<b>Unit – 3</b>	<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> </ul>	15 hours
<b>Unit-4</b>	<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Summarizing an article/ Writing a report on an opinion poll/Preparing a flyer/ Writing</li> </ul>	10 hours

	blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ poster-making for NGOs/ voluntary work/social issues/preparing a podcast(University life, social life, voluntary work etc.)	
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**Learning/Teaching Material:** Any of the textbooks/websites given below may be prescribed:

- [www.totallygonzo.org](http://www.totallygonzo.org)
- [www.periodismogonzoargentina.blogspot.in](http://www.periodismogonzoargentina.blogspot.in)
- Luis Cebrián, Juan. La prensa en la calle. Escritos sobre Periodismo Madrid: Taurus, (1980).
- Martín Vivaldi, G.: Géneros periodísticos, Madrid: Paraninfo (1977).
- Núñez Ladeveze, L.: Manual para periodismo, Barcelona: Ariel (1991).
- Rodríguez Ruibal, Antonio: Periodismo turístico. Análisis del turismo a través de las portadas.

**Note:** Teachers are free to recommend supplementary study material. Additional material may be provided.

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

**Department of Germanic & Romance Studies**  
**University of Delhi**

The Department has the following pool of Discipline Specific Electives which have already been approved by the Academic Council. However, the Committee of Courses decided to add to the pool of DSEs.

Semester III DSE 1:	Option 1: Studying Different Text Types
	Option 2: Introduction to the History of Italy
	Option 3: Life in Italy
	Option 4: Debating and Presentation Techniques
Semester IV DSE 2	Option 1: Studying Different Text types
	Option 2: Introduction to the History of Italy (2)
	Option 3: Life in Italy
	Option 4: Debating and Presentation Techniques
Semester V DSE 3:	Option 1: Introduction to Translation
	Option 2: Techniques of Written Expression
	Option 3: Study of European Art
	Option 4: Children and Adolescent Literature
	Option 5 Life Writing
Semester VI DSE 4:	Option 1: Research Methodology and Academic Writing
	Option 2: Introduction to Foreign Language Teaching
	Option 3: Introduction to Translation
	Option 4: Techniques of Written Expression
	Option 5: Study of European Art
	Option 6: Children and Adolescent Literature
	Option 7: Life Writing

<b>New proposed DSEs to be offered in Semesters III, IV V and VI to BA (Hons.) Italian</b>		
Sem III	DSE 1	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem IV	DSE 2	Option 5: Introduction to Creative Writing
		Option 6: Introduction to Content Writing
Sem V	DSE 3	Option 6: Techniques of Interpretation
		Option 7: Italian for Specific Purposes
		Option 8: Practical Media Skills
Sem VI	DSE 4	Option 8: Techniques of Interpretation
		Option 9: Italian for Specific Purposes
		Option 10: Practical Media Skills

## **Discipline Specific Electives for Semesters III, IV, V and VI for UGCF Italian**

### **Semester III and IV**

#### **DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option 5**

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Creative Writing	4	3	1	0	Successfully completed sem I & II	Successfully completed sem I & II

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

Introduction to Creative Writing	
<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Imparting basic skills and tools of creative writing</li><li>• Encouraging students to express themselves creatively in the concerned foreign language.</li><li>• Learners master specialised vocabulary, and expressions for specific kind of creative texts.</li></ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"><li>• Enable students to write narrative, descriptive, dramatic, poetic and intermedial texts</li><li>• Equip students with various writing styles</li><li>• Making students aware of the specificities of various types of texts</li></ul>	
<b>Syllabus:</b>	
<b>UNIT I: Descriptive Texts</b>	<b>9 Hours</b>
<ul style="list-style-type: none"><li>• Writing description of day-to-day experiences</li><li>• Describing persons, objects, places, settings</li><li>• Usage of rhetoric, idiomatic expressions, comparisons etc., to enrich descriptive texts</li><li>• words and imagery to depict atmosphere/mood</li></ul>	
<b>UNIT II: Narrative texts</b>	<b>9 Hours</b>

<ul style="list-style-type: none"> <li>• Setting</li> <li>• Plot</li> <li>• Characterisation</li> <li>• Scene and point of view</li> <li>• Writing short stories, travelogues, autobiographical texts, diary entries etc.</li> </ul>	
<b>UNIT III: Dramatic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Setting the scene: Listing of, characters, backdrop, lighting</li> <li>• Developing the structure of the plot (Prologue, orientation, complication, resolution etc.)</li> <li>• Stylistic elements of play/script, such as usage of action words, usage of emotive expressions etc.</li> </ul>	
<b>UNIT IV: Poetic Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• How to present imagery</li> <li>• Rhetoric</li> <li>• Prosody</li> </ul>	
<b>UNIT V: Intermedial Texts</b>	<b>6 Hours</b>
<ul style="list-style-type: none"> <li>• Basic structures of comic strips and graphic novels</li> <li>• How to write through images</li> <li>• Caricature/comic effects and visual cues</li> </ul>	
<b>UNIT VI: Title, editing and styling</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• How to find an appropriate title for your text</li> <li>• Tools and strategies of editing</li> <li>• Developing personal style</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Laura Lepri, <i>I quaderni di Panta</i>. Scrittura Creativa, Bompiani, Milano, 1997.</li> <li>• Tommaso Bavaro, <i>La scrittura creativa: tutte le tecniche di narrazione</i>, Calderoni, Bologna, 1994.</li> <li>• Gotham Writers' Workshop. <i>Writing Fiction, the practical guide for New York's acclaimed creative writing school</i> – written by Gotham Writers' Workshop Faculty, edited by Alexander Steel, Published by Bloomsbury New York and London, 2003 ISBN 1-58234-330-6.</li> <li>• David Lodge, <i>Il mestiere di scrivere</i>, collana <i>Le terre</i>, traduzione di A. Tubertini, Fazi, 1998, ISBN 9788881120796.</li> <li>• David Lodge, <i>L'arte della narrativa</i>, collana <i>Tascabili. Saggi</i>, traduzione di M. Buckwell, R. Palazzi, Bompiani, 2001, ISBN 9788845249419.</li> <li>• Luca Lorenzetti, <i>Un posto per scrivere. Indagine sulla scrittura creativa in Italia</i>, Prospettiva editrice, Siena, 2002.</li> <li>• Vincenzo Cerami, <i>Consigli a un giovane scrittore</i>, Einaudi, Torino, 1996.</li> <li>• Italo Calvino, <i>Lezioni americane</i>, Garzanti, Milano, 1988.</li> <li>• Antonella Giacon ed Elisabetta Forghieri, <i>Piccoli alberi, piccole albere. Laboratorio di scrittura creativa e danzamovimentoterapia</i>, Effatà, 2005</li> <li>• Lev Semënovič Vygotskij, tr. it. <i>Immaginazione e creatività nell'età infantile</i>, Editori Riuniti, Roma, 1972.</li> <li>• Ferruccio Cavallin, <i>Essere creativi: giochi, esercizi, tecniche per aumentare la creatività</i>, Cittàstudi, Milano, 1993.</li> </ul>	

- Natalie Goldberg, *Scrivere zen*, Ubaldini Editore, 1987
- Luca Cignetti e Simone Fornara, *Il piacere di scrivere. Guida all'italiano del terzo millennio*, Roma, Carocci, 2014.
- Filippo La Porta, *Manuale di scrittura creativa (per un antidoping della letteratura)*, Minimum Fax, Roma, 1999.
- S. Covino, *La scrittura professionale: ricerca, prassi, insegnamento*, in *Atti del primo Convegno di studi (Perugia, Università per stranieri, 23-25 ottobre 2000)*, editore Olschki - Biblioteca dell'«Archivum Romanicum» - Serie II: Linguistica, vol. 51
- John Truby, *Anatomia di una storia*, a cura di U. Audino, collana *Manuali*, traduzione di V. Tavini, Audino, 2009, ISBN 9788875270971.

#### References

- Behn, Robin, and Chase Twichell, eds. (1992) *The Practice of Poetry: Writing Exercises from Poets Who Teach*. Harper (808.1/P881)
- Bishop, Wendy, (1999), *Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy*, NCTE.
- Johnston, Bret Anthony, ed. (2008), *Naming the World: And Other Exercises for the Creative Writer*, New York: Random.
- Johnston, Sybil, (2002), *The Longman Journal for Creative Writing*, London: Longman
- Neubauer, Bonnie. (2005), *The Write-Brain Workbook: 366 Exercises to Liberate Your Writing*, Writers Digest

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.

### Semester III and IV

#### DISCIPLINE SPECIFIC ELECTIVE (DSE-1/2): Option: 6

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Introduction to Content Writing	4	3	1	0	Successfully completed sem I & II	Successfully completed sem I & II

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

<b>Introduction to Content Writing</b>	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Imparting basic skills and tools of content writing</li> <li>• Encouraging awareness and imparting knowledge of content creation skills in in the concerned foreign language.</li> <li>• Enabling learners to master specialised vocabulary, expressions for different kinds of content writing.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>• Enable students with content writing skills for effective designing of content catering to a variety of fields.</li> <li>• Equip students to develop meaningful, need based offline and online content</li> <li>• Understanding offline and online trends of different types of content – text, voice, infographics and videos.</li> <li>• Imparting awareness that writing is thinking.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I: Introduction to Content Writing</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Informative content: to provide information, describe, explain, give the reader facts, tell what something looks like, summarize.</li> <li>• Basic Characteristics: Expository or other topic-centered structure, title, opening statement, information organized in logical clusters, conclusion or summary.</li> <li>• Writing Challenges and Possible solutions</li> <li>• Basic do's and don'ts of Content writing</li> </ul>	
<b>UNIT II: Outline, Presentation and Basic content of the Body</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Ascertaining different types of texts – informational report, descriptive report, explanatory report, observation log, scientific description, comparison, News article, photos with captions, <ul style="list-style-type: none"> <li>◊ Content creation steps: Developing basic grammar, and punctuation.</li> <li>◊ Outlining the process of engaging headlines,</li> <li>◊ Discovering the goals of content,</li> <li>◊ Determining general structures of content writing, which include step-by-step verb-first, sentences or presented in a specific order using time-order words (first, second, third; now, next, then, finally), etc.</li> </ul> </li> <li>• Writing Recipes, science experiments, directions, instructions or manual, safety procedures, itinerary/schedule, rules, describing steps in a process such as a math operation, art project, steps in a fire drill, writing process, map with Directions, etc.</li> </ul>	
<b>UNIT III: Narrative Texts (Articles, Blogging, Web Pages)</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Understand the difference between article, blogs and web page.</li> <li>• Enabling students to write attractive contents by drawing them into an event or sequence of events to provide insights into a situation or the life of a person or other living thing</li> <li>• Texts for practice may include Personal narrative, narrative nonfiction, eye-witness account, news/magazine article recounting an event, nonfiction storyboard, diary, autobiography, biography, historical account, photo essay</li> </ul>	

(sequential), observation log that includes personal thoughts and reflections (over time) <ul style="list-style-type: none"> <li>• Make students aware of internet writing guidelines such as keyword density, plagiarised content etc.</li> </ul>	
<b>UNIT IV: Additional Writing Strategies and Proofreading</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• How to influence readers to take action or to subscribe to a belief.</li> <li>• Learn to give an overview of a topic, cite or paraphrase statement of author's position/argument, supporting facts/ evidence, Appeal to reader, conclusion or summary.</li> <li>• Texts for practice may include Letters, advertisements, poster, essays, brochures, reviews (movies or books), speech (e.g. political), debates and pro/con arguments.</li> <li>• Learn some strategies for proofreading, including identifying commonly committed mistakes, suggested language levels for different texts and distinct targeted readers.</li> </ul>	
<b>UNIT V: Writing Processes</b>	<b>9 Hours</b>
<ul style="list-style-type: none"> <li>• Pre-writing: planning and research</li> <li>• Drafting</li> <li>• Revising</li> <li>• Editing</li> <li>• Publishing, Presenting and Sharing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Silvia Pavone, Giulia Picchi e Francesco Raineri, <i>Marketing e comunicazione per gli studi professionali</i>, Ipsoa, 27 marzo 2015, p. 100, ISBN 9788821753916.</li> <li>• Fausto M. Ceci, <i>Il limite ignorato</i>, Mondoperaio, n. 5/2015, p. 94.</li> <li>• Sara Stabile, Rosina Bentivenga e Emma Pietrafesa, <i>ICT e lavoro: nuove PROSPETTIVE di analisi per la salute e la sicurezza sul lavoro</i>, 2016.</li> <li>• Benkler, Yochai(2006). <i>La ricchezza della rete. La produzione sociale trasforma il mercato e aumenta le libertà</i>. Università Bocconi</li> <li>• Prunesti A., (2009), <i>Social media e comunicazione di marketing</i>. Milano: Franco Angeli</li> <li>• Luca De Felice, <i>Marketing conversazionale. Dialogare con i clienti attraverso i social media e il Real-Time Web di Twitter, FriendFeed, Facebook, Foursquare</i>, 2<sup>a</sup> ed., Milano, Il Sole 24 Ore, 2011, ISBN 978-88-6345-214-3.</li> <li>• (EN) Geert Lovink, <i>Networks without a cause: a critique of social media</i>, Cambridge, Polity, 2011, ISBN 978-0-7456-4967-2. (Trad. it. Geert Lovink, <i>Ossessioni collettive: critica dei social media</i>, Milano, EGEA, 2012, ISBN 978-88-8350-187-6.)</li> </ul> <p><b>References :</b></p> <ul style="list-style-type: none"> <li>• Bank Richard D and Olson Gillia M., (2009) <i>The Everything Guide to Writing Nonfiction</i>, New York: Simon &amp; Schuster.</li> <li>• Handley, Ann, (2016), <i>Everybody Writes</i>, New Delhi: Pan Macmilan</li> <li>• Maxwell Charles, (2020) <i>7 Steps to Better Writing: How to write better reports, proposals, email, blogs, and web content</i>, Towering Skills LLC</li> <li>• Max Tucker, Obront Jack, (2019), <i>The Scribe Method</i>, US: Lioncrest publishing Robinson Joseph, (2020), <i>Content Writing Step-By-Step</i>, Amazon Digital Services LLC - KDP Print US</li> </ul>	



Additional material may be provided by the Department.

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

## Semester V and VI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4) Option 6 /8

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course
		Lecture	Tutorial	Practical/ Practice		
Techniques of Interpretation	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

Techniques of Interpretation	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce learners to different types of interpretation like consecutive, simultaneous etc.</li> <li>To impart knowledge of various areas where interpretation is required.</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about consecutive and simultaneous interpretation.</li> <li>Introduce students to basic practical aspects of interpreting.</li> <li>Enable students to use hone their listening and analysing skills.</li> <li>Familiarise students with ethical and professional aspects of interpreting, such as confidentiality and impartiality.</li> <li>Develop specialised vocabulary for a particular field.</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>Introduction to interpretation vis a vis translation</li> </ul>	

<ul style="list-style-type: none"> <li>• History and evolution of interpretation</li> <li>• Importance and relevance of interpretation</li> <li>• Types of interpretation (dialogue/escort, consecutive, and simultaneous)</li> <li>• Qualities of an interpreter and the ethics of the profession</li> <li>• Fields of specialisation, such as conference, legal, media, medical, travel and tourism etc.</li> <li>• Global comprehension of a given speech</li> <li>• Understanding the content of a speech</li> <li>• Recognising words and phrases</li> <li>• Diction and register</li> <li>• Articulating and expressing speech</li> <li>• Intonation</li> <li>• Breathing techniques and pauses</li> </ul>	
<b>UNIT II</b>	<b>15 hours</b>
<ul style="list-style-type: none"> <li>• Introduction to consecutive interpretation</li> <li>• Active listening and memory exercises</li> <li>• Analysing and prioritising information</li> <li>• Note-taking</li> <li>• Reproducing</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Introduction to simultaneous interpretation</li> <li>• Shadowing</li> <li>• Noting down numbers, names, and longer passages</li> <li>• Predicting a word or phrase, rephrasing</li> <li>• Reproducing</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• A cura di Caterina Falbo, Mariachiara Russo, Francesco Straniero Sergio: <i>Interpretazione simultanea e consecutiva Problemi teorici e metodologie didattiche</i>, Hoepli, Milano 1998.</li> <li>• Clara Pignataro: <i>Mediare, comunicare, interpretare. Dalla teoria alla pratica</i>, Editore Aracne, 2018.</li> <li>• Francesca Maria Frittella: <i>Numeri in interpretazione simultanea: difficoltà oggettive e soggettive</i>: Europa Edizioni, 2018, Formato Kindle.</li> <li>• Gillies, A. (2013), <i>Conference interpreting: A student's practice book</i>. New York: Routledge,.</li> <li>• Gillies, A. (2017), <i>Note-taking for consecutive interpreting: A short course</i>. New York: Routledge.</li> <li>• Nolan, J. (2005), <i>Interpretation: Techniques and exercises</i>. Multilingual Matters, 2005.</li> <li>• Puchała-Ladzińska, K. (2024), <i>Interpreting: an Art, a Craft or a Superpower?</i>. V&amp;R Unipress.</li> <li>• Tipton, R., Olgierda F. (2016), <i>Dialogue interpreting: A guide to interpreting in public services and the community</i>. London: Routledge.</li> </ul>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

## Semester V and VI

### DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 7/ 9

#### 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		
<b>Italian for Specific Purposes</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Successfully completed sem I, II, III &amp; IV</b>	<b>Successfully completed sem I, II, III &amp; IV</b>

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

Italian for Specific purposes	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>To introduce basic terminologies specific to various professional fields, like, travel and tourism, banking etc.</li> <li>Imparting hands on knowledge of various fields so that the learners discover the nature of service provided by these sectors</li> </ul>	
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>Create basic awareness about travel, tourism, marketing, management and banking sectors.</li> <li>Introduce students to basic practical aspects of these fields</li> <li>Enable students to communicate effectively with Italian-speaking clients and colleagues in a variety of professional situations, such as interviews, conferences, meetings, and telephonic conversations</li> <li>Familiarise students with various discursive specificities of each domain</li> <li>Develop specialised &amp; technical vocabulary, presentation skills</li> <li>Get to know the local business etiquette (e-mail communication, telephonic conversations, formal meetings, business trip etc.)</li> </ul>	
<b>Syllabus:</b>	
<b>UNIT I</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>The profession of tour guiding and travel agent.</li> <li>Planning an itinerary by air, ship, train.</li> </ul>	

<ul style="list-style-type: none"> <li>• Orientation of historical monuments and places</li> <li>• Orientation on different kinds of tourism</li> <li>• Making an audio-guide, preparing brochures/writing blog entries on historical monuments, museums, events</li> </ul>	
<b>UNIT II</b>	<b>9 hours</b>
<ul style="list-style-type: none"> <li>• Familiarize students with International travel and ticketing vocabulary, travel insurance and visa procedures. Health advisories.</li> <li>• Develop an understanding of the Hotel Industry in Italy and Italian-speaking countries/India, important hotel chains, Language used in hotel industry, airports and by airlines.</li> <li>• Introduction to gastronomy and restauration</li> </ul>	
<b>UNIT III</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>• Writing job applications. Making a curriculum vitae.</li> <li>• Writing letters of acknowledgements, complaints, writing tenders for companies.</li> <li>• Business codes and protocol, types of companies and structure of a company</li> </ul>	
<b>UNIT IV</b>	<b>12 Hours</b>
<ul style="list-style-type: none"> <li>• Making glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions</li> <li>• Creating websites for business house, writing classified advertisements.</li> <li>• Role play on buying and selling products, talking about one's skills</li> <li>• Develop knowledge about Multinationals and business houses from Italian speaking countries, headquarters of companies, Chambers of Commerce</li> <li>• Familiarize with products of import and export between Italy, Italian speaking countries and India. Areas of potential business growth. International brands.</li> </ul>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> <li>• Cherubini, Nicoletta. (1992). <i>L'Italiano per gli Affari: Manuale di Lavoro (L'Italiano per stranieri)</i>. Roma: Bonacci.</li> <li>• Cherubini, Nicoletta. (2012). <i>Convergenze: iperlibro di italiano per affari (libro +DVD-rom)</i>. Messina-Firenze: Bonacci.</li> <li>• Costantino, Anna. Riviuccio, Antonella. (2011). <i>Obiettivo professione: Corso di Italiano per scopi professionali</i>. Messina-Firenze: Bonacci.</li> <li>• Daniel Gile, <i>Basic Concepts and Models for Interpreter and Translator Training</i> John Benjamins Publishing, 2009.</li> <li>• Edwards, Vincent. Franca, Gian. Shepherd, Gessa. (1996). <i>Manual of Business Italian: A Comprehensive Language Guide</i>. London: Routledge.</li> <li>• Jeremy Munday, <i>Introducing Translation Studies, Theories and Applications</i> New York Routledge: 2012.</li> <li>• Nicoletta Cherubini, <i>L'Italiano Per Gli Affari: Manuale DI Lavoro (L'Italiano per stranieri)</i> Bonacci, 1992.</li> <li>• Pelizza, Giovanna. Mezzadri, Marco. (2014). <i>Un vero affare!</i>. Messina-Firenze: G.D'Anna.</li> <li>• Pauli, P. (2002). <i>Incontri e affari: livello medio-superiore</i>. Primus Edizioni.</li> <li>• Pelizza, Giovanna. Mezzadri, Marco. (2002). <i>L'italiano in Azienda</i>. Perugia:Guerra</li> <li>• Susan Bassnett McGuire: <i>Translation Studies</i> (2002)</li> </ul>	

Additional material may be provided by the Department.

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

**DISCIPLINE SPECIFIC ELECTIVE (DSE-3/4): Option 8/ 10**  
**Practical Media Skills**

**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		
Practical Media Skills	4	3	1	0	Successfully completed sem I, II, III & IV	Successfully completed sem I, II, III & IV

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

Practical Media Skills	
<b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Provide knowledge about a brief History of journalism in Italy and the Italian-speaking world</li> <li>• Develop critical thinking skills regarding media consumption.</li> <li>• Understand the different types of media and their impact on society.</li> <li>• Imparting skills to analyze and evaluate media messages effectively.</li> <li>• Enhancing communication skills for creating compelling media content (written, audio, or visual).</li> <li>• Gain practical experience in using various media tools and platforms</li> </ul>	
<b>Learning Outcomes:</b> <b>At the end of the semester, the students will be able to</b> <ul style="list-style-type: none"> <li>• Understand and analyse different media forms.</li> <li>• Familiarize themselves with print and audio-visual media of Italy and the Italian-speaking world.</li> <li>• Develop an understanding of various types of journalism</li> <li>• Compare news items on different channels to analyse ideological Differences in news presentations.</li> </ul>	

<ul style="list-style-type: none"> <li>• Develop awareness about Censorship laws in various countries and the professional risks involved in Journalism</li> <li>• Develop skills to read, compare and analyse articles/reports/editorials/programmes/information across various types of media</li> <li>• Develop skills to prepare report/blogs/articles/editorials/forum on internet etc.</li> <li>• Familiarize with basic editing skills</li> <li>• Create various media content like Social media posts, reels, podcasts, audio-visual posts, short films, ads, campaigns, social awareness posts etc.</li> </ul>	
<b>SYLLABUS:</b>	
<b>UNIT I</b>	<b>5 Hours</b>
<b>Introduction to Various Media</b> <ul style="list-style-type: none"> <li>• Understanding different types of media:</li> <li>• Print media</li> <li>• Electronic media</li> <li>• Photography, Audio-visual content, Multimedia</li> <li>• Social-media</li> </ul>	
<b>UNIT II</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Brief History of journalism in Italy and Italophone world, Famous Italian and newspapers (<i>Il corriere della sera, La Repubblica, La Stampa, Il Messaggero</i> etc. Bilingual Regional Press.</li> <li>• Radio and T.V. news channels in Italy and the Italian-speaking world, as well as national and international multimedia journalism, RAI etc..</li> <li>• Learning to identify different media elements like framing, symbolism, and language use.</li> <li>• Examining the role of advertising and propaganda.</li> <li>• Developing skills for critically analyzing news, social media, and entertainment content.</li> <li>• In-depth analysis of specific media types: print, broadcast (TV, radio), film, digital media websites, social media etc.</li> <li>• Understanding the strengths and limitations of each media form.</li> </ul>	
<b>UNIT III</b>	<b>15 Hours</b>
<ul style="list-style-type: none"> <li>• Basic principles of storytelling for different media platforms.</li> <li>• Learning how to write clear and concise messages for various audiences.</li> <li>• Introduction to essential media production tools. Writing for print (news articles, blog posts)</li> <li>• Basic audio editing and recording skills (podcasts)</li> <li>• Visual storytelling with photography and videography basics</li> </ul>	
<b>UNIT IV</b>	<b>10 Hours</b>
<ul style="list-style-type: none"> <li>• Students choose a topic and develop a media project using the skills learned throughout the course.</li> <li>• Projects can be individual or group-based, depending on the course structure.</li> <li>• Examples of projects: Comparing headlines and presentation of news in various newspapers/Summarizing an article/ Analyzing an editorial/Reading and analyzing texts/articles on social issues (generation gap, racial</li> </ul>	

<p>discrimination, etc.)/Writing a report on an opinion poll/Preparing a flyer/Analyzing &amp; writing blogs/Reporting crime/Preparing weather reports/Writing small reports on a given topic for wall-newspaper/Preparing a forum on the Internet; (TV/University life)/ managing interactions/Editing assignments, creating a short documentary, a public service announcement, a blog series, or a social media campaign etc.</p>	
<p><b>Learning/Teaching Material:</b> Any of the textbooks given below may be prescribed:</p> <p><b>References</b></p> <ul style="list-style-type: none"> <li>• Alberto, Papuzzi. (2003). <i>Professione Giornalista</i>. Donzelli.</li> <li>• Barbano, A. (2012). <i>Manuale di Giornalismo</i>. Laterza.</li> <li>• Benotti, Riccardo. (2009). <i>Viaggio nel New Journalism americano</i>. Aracne editrice.</li> <li>• Calabrese, O. / P. Violi. (1980). <i>I giornali. Guida alla lettura e all'uso didattico</i>. Espresso Strumenti.</li> <li>• Dardano, M. (1973). <i>Il linguaggio dei giornali italiani</i>. Laterza.</li> <li>• Gozzini, G. (2000). <i>Storia del giornalismo</i>. Mondadori.</li> <li>• Hunter, Stockton Thompson. (2000). <i>Paura e disgusto a Las Vegas</i>. Bompiani.</li> <li>• Lepri, S. (1991). <i>Professione giornalista</i>. Etas-Rcs Libri.</li> <li>• Medici, M. / D. Proietti (ed.). (1992). <i>Il linguaggio del giornalismo</i>. Mursia.</li> <li>• Papuzzi, A. (1993). <i>Manuale del giornalista</i>. Donzelli.</li> <li>• Ryszard, Kapuściński. (2006). <i>Autoritratto di un reporter</i>. Feltrinelli.</li> <li>• Truman, Capote. (2004). <i>Il Duca nel suo dominio</i>. Oscar Mondadori.</li> <li>• Truman, Capote. (1966). <i>A sangue freddo</i>, Garzanti.</li> <li>• Amossy, R.. (2010). <i>L'argumentation dans le discours.</i>, Paris: Colin</li> <li>• <a href="http://www.totallygonzo.org">www.totallygonzo.org</a></li> <li>• <a href="http://www.holdenmagazine.it/tag/gonzo-giornalismo/">http://www.holdenmagazine.it/tag/gonzo-giornalismo/</a></li> </ul> <p><b>Note:</b> Teachers are free to recommend supplementary study material.</p>	
<p>Additional material may be provided by the Department.</p> <p><b>Note:</b> Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	