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DEPARTMENT OF GERMANIC & ROMANCE STUDIES – ITALIAN

SEMESTER-III

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B.A. (HONOURS) ITALIAN

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 7 (DSC-7)

Language in Context: Intermediate Reading and Writing Skills (1)

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

DSC-7	
Language in Context: Intermediate Reading and Writing Skills (1)	
Learning Objectives: Enable student to <ul style="list-style-type: none"> • read and understand texts related to the learner’s field of interest. • answer questions on the text. • write texts describing and relating events, expressing one’s feelings and opinion. • attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes: <ul style="list-style-type: none"> • Enable learners to attain A2.1 Level of reading and writing skills in the concerned language • Develop competence to read and understand straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension. • Equip the learners to write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important by describing experiences, feelings and events in some detail. • Develops skills to read and understand journalistic texts 	
Syllabus:	
UNIT I	3 Weeks
Reading <ul style="list-style-type: none"> • Reading and understanding relevant information in everyday material such as letters, brochures, short official documents, short journalistic or commercial texts in order to recognize significant points and line of argument in the treatment of the issue presented 	
UNIT II	3 Weeks
Writing <ul style="list-style-type: none"> • Writing personal letters describing experiences, feelings and events in some detail. • Writing notes conveying simple information of immediate relevance to friends, service, people, teachers and others who feature in his/her 	

everyday life, getting across comprehensibly the points he/she feels are important.	
UNIT III	3 Weeks
Writing <ul style="list-style-type: none"> • Comparing headlines and presentation of news in different newspapers. • Analysing an editorial. • Writing a short story/anecdote. • Writing about feelings/impressions. 	
UNIT IV	3 Weeks
Lexical, Morphosyntactic and Phonological Competences <ul style="list-style-type: none"> • Developing a fairly wide repertoire of vocabulary for matters connected to one's field of interest and general topics related to the socio-cultural milieu. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text. • Developing sufficient understanding of phonological specificity of Italian to help learners articulate and read more independently predicting pronunciation of unknown words. 	
UNIT V	3 Weeks
Co-cultural and Inter-Cultural Competence <ul style="list-style-type: none"> • Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world. 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed: <ul style="list-style-type: none"> • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A2</i>. Perugia: Guerra Edizioni. • Balboni, Paolo E.. (2009). <i>Nuovo Rete! A1</i>. Perugia: Guerra Edizioni. • Balì, Maria. Rizzo, Giovanna. (2012). <i>Espresso 2</i>. Firenze: Alma Edizioni and Delhi: Goyal Saab Publishers and Distributors Pvt. Ltd, Delhi. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Baldelli, Rosella. (2009). <i>Arrivo in Italia: Corso di lingua italiana per studenti stranieri di livello A1-A2</i>. Perugia: Guerra Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Firenze: Alma Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 3</i>, Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. • Mezzadri, Marco, (2008). <i>Grammatica essenziale della lingua italiana con esercizi</i>. Guerra edizione, Perugia. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

DISCIPLINE SPECIFIC CORE COURSE – 8 (DSC-8)
Language in Context: Intermediate Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Intermediate Listening and Speaking Skills (1)	4	3	1	0	Passed XII Class	Nil

DSC-8	
Language in Context: Intermediate Listening and Speaking Skills (1)	
Learning Objectives: Enable student to	
<ul style="list-style-type: none"> • listen to and understand texts related to the learner’s field of interest. • answer questions on the text. • describe and relate events, to express one’s feelings and opinion. • ask and answer questions related to one’s field of interest. • attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Enable learners to attain A2.1 Level of listening and speaking skills in the concerned language • Equip learners to understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly. • Develop the capacity to present and discuss topics, moving out of the immediate environment of the learners. • Prepare to cope with less routine situations in public spaces while obtaining goods and availing services. 	
Syllabus:	
UNIT I	3 Weeks
Listening	
<ul style="list-style-type: none"> • Understanding the main points of short radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear 	
UNIT II	3 Weeks
Speaking	
<ul style="list-style-type: none"> • Exchanging, checking and confirming accumulated factual information on familiar routine and non-routine matters within one’s field with some confidence 	

<p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> • discussing film/book/advertisement, TV radio programmes, • current issues • preparing and conducting an opinion poll <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> • returning an unsatisfactory purchase 	
UNIT III	3 Weeks
<p>Speaking</p> <p>Discussing topics moving out of the immediate environment of the students such as:</p> <ul style="list-style-type: none"> • conducting an interview • working with songs, etc. <p>Coping with less routine situations in shops, post office, bank, e.g.</p> <ul style="list-style-type: none"> • making a complaint • dealing with most situations likely to arise when making travel arrangements or when actually travelling. 	
UNIT IV	3 Weeks
<p>Lexical, Morphosyntactic and Phonological Competences</p> <ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to one's everyday life such as family, hobbies and interests, work, travel, and current events. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present and future, more detailed usage of pronouns and prepositions and basic knowledge of connectors to compose fairly coherent text. • Developing sufficient understanding of phonological specificities of Italian to help learners articulate and read more independently predicting pronunciation of unknown words. 	
UNIT V	3 Weeks
<p>Co-cultural and Intercultural Competences</p> <ul style="list-style-type: none"> • Awareness of a fair amount of socio-cultural codes, conventions customs and practices of the Italian and Italophone world. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE– 9 (DSC-9)
Engaging with Literary Texts (1)

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		
Engaging with Literary Texts (1)	4	3	1	0	Passed XII Class	Nil

DSC-9 Engaging with Literary Texts (1)	
Learning Objectives: At the end of Semester 3, a student will	
<ul style="list-style-type: none"> • be able to read and understand simple texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of level A2.1, and answer questions on them; • be able to analyse, express their underlying meaning and answer questions based on them; • attain Level A 2.1 of the Common European Framework (CEF). 	
Learning Outcomes: The Learning Outcomes of this course are as follows:	
<ul style="list-style-type: none"> • Enable students to attain A2.1 Level of reading, understanding, analysing and writing skills in the concerned language. • Reading and understanding simple texts and answering questions on them. • Equip students to analyse, express their underlying meaning and answer questions based on them; 	
Syllabus:	
UNIT I	3 Weeks
Literary Texts (Prose)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT II	3 Weeks
Literary Texts (Poetry)	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT III	2 Weeks
Semi-literary / Journalistic Texts	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT IV	2 Weeks
Audio / Visual Texts – Songs / Music Videos	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	

UNIT V	3 Weeks
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list:	
4-5 texts will be introduced and analysed in the class.	
UNIT VI	2 Weeks
Advertisements – Print / Electronic	
A selection will be made from the following list:	
Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) - NIL	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Alma Edizioni, Firenze. • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. • Guastalla, Carlo. (2004). <i>Giocare con la scrittura</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2010). <i>Domani 1</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Domani 2</i>. Alma Edizioni, Firenze. • Guastalla, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. 	
Additional material may be provided by the Department.	
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DISCIPLINE SPECIFIC ELECTIVE (DSE-1)

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

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 the History of Italy (1)	4	3	1	0	Passed Class XII	Nil

Introduction to the History of Italy (1)	
Learning Objectives:	
<ul style="list-style-type: none"> To introduce students to major social, political and cultural events in Italy and Italophone countries. To study the impact of these social, political and cultural events in the Italophone world and in Europe. 	
Learning Outcomes:	
<ul style="list-style-type: none"> Familiarize students with the major social, political and cultural events from the medieval to contemporary period. Provide a good understanding of Contemporary Italy and its relations with the Italian speaking world including its policy towards immigration. 	
Syllabus:	
UNIT I	
<ul style="list-style-type: none"> The Gauls and the Franks. The making of the Kingdom of Italy (987-1453) and Consolidation of the Italian Monarchy. 	5 Weeks
UNIT II	
<ul style="list-style-type: none"> Italian Revolution and the Napoleonic era. Rise of Republican thought in the 19th century and the Third Republic with special emphasis on its policy towards education. Italy and its colonies. 	5 Weeks
UNIT III	
<ul style="list-style-type: none"> Contemporary Italy and its relations with the Italian speaking world / European Union, including its policy towards immigration. 	5 Weeks
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Cantarella, Eva. Guidorizzi, Giulio. (2010). <i>Dall'impero romano alla crisi del Trecento</i>. Milano: Einaudi Scuola. 	

- Del Boca, Angelo. (1992). *L’Africa nella coscienza degli Italiani*. Roma-Bari: Laterza.
- Pallotti, Gabriele. Cavadi, Giorgio. (2014). *Che Storia: la storia italiana raccontata in modo semplice*. Roma: Bonacci.
- Prospero, Adriano. Viola, Paolo. (2004). 1. *Dalla peste del Trecento al Concilio di Trento*. 2. *Dalle guerre di religione alla guerra dei Trent’anni*. 3. *Dall’assolutismo alla rivoluzione francese*. 4. *Dal Congresso di Vienna al trionfo del capitalismo*. 5. *Dal 1870 alla seconda guerra mondiale*. Milano: Einaudi scuola.

Additional material may be provided by the Department.

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

Life in Italy	
Learning Objectives:	
<ul style="list-style-type: none"> • To introduce the learner to various aspects of contemporary culture (films, art, education system...) in Italy and Italophone countries. 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Initiate learners to the culture and civilization of Italy and Italian speaking countries. • Provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Italy and the Italophone countries. • Introduce the students to the great thinkers of Italy and other Italophone countries in the areas of literature, cinema, art, etc. • Enable students to understand and analyse cultural aspects of the Italian and Italophone Countries and develops intercultural competence amongst students 	
Syllabus:	
UNIT I	5 Weeks
<ul style="list-style-type: none"> • Basic knowledge of various cultural and civilisational aspects of Italy and Italophone countries, such as, daily lives and routines of an average person, education systems, home, family, leisure activities, festivals, politics, tourism, physical geography etc. in the areas of literature, cinema, art, etc. 	
UNIT II	5 Weeks
<ul style="list-style-type: none"> • Great thinkers of Italy and other Italophone countries 	
UNIT III	5 Weeks
<ul style="list-style-type: none"> • Introduction to literature, cinema, art of Italy and other Italophone countries 	
Learning/Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Caprara, Mario. Semprini, Gianluca. (2012). <i>Neri! La storia mai raccontata della destra radicale, eversiva e terrorista</i>. Rome: Newton Compton Editori. 	

- Caprara, Mario. Semprini, Gianluca. (2007). *Destra estrema e criminale*. Rome: Newton Compton Editori.
- De Lutiis, Giuseppe. (1984). *Storia dei servizi segreti in Italia*. Roma: Editori Riuniti.
- De Rosa, Gabriele. et al. (2003). *L'Italia repubblicana nella crisi degli anni Settanta: Sistema politico e istituzioni*. Soveria Mannelli: Rubbettino Editore.
- Ferraresi, Franco. (1995). *Minacce alla democrazia. La destra radicale e la strategia della tensione in Italia nel dopoguerra*. Milano: Feltrinelli.
- <http://www.istat.it/it/archivio/129854>
- ISTAT. (15 June 2015). "Cittadini Stranieri. Popolazione residente e bilancio demografico al 31 dicembre 2014". Rome: ISTAT.
- Rao, Nicola. (2009). *Il piombo e la celtica: Storie di terrorismo nero dalla Guerra di strada allo spontaneismo armato*. Milano: Sperling & Kupfer.
- Viale, Guido. (1978). *Il Sessantotto: tra rivoluzione e restaurazione*. Rimini: Nda Press.
- Weinberg, Leonard. (1995). "Italian Neo-Fascist Terrorism: A comparative Perspective in Terror form extreme right" in Bjórigo, Tore. (1995). *Terror from the Extreme Right*. London: Routledge.

Additional material may be provided by the Department.

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

Different Text Types

Learning Objectives:

- To introduce and familiarize the learner to different types of literary and non-literary texts.
- To identify the linguistic, discursive and formal specificity of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts

Learning Outcomes:

- Develop skills to study different text types in order to familiarize oneself with different kinds of language usages in literary and non literary texts.
- Enable learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Help learners to identify different language registers, rhetoric and other compositional specificities of the texts.

Syllabus:

UNIT I

5 Weeks

Prose

Introduction and analytical study of both form and content of a variety of texts written in simple prose form such as shorter and longer Narrative genres: short story fable chronicle myth novella tales anecdote autobiography biography novel play	
UNIT II	5 Weeks
Poetry	
Introduction and analytical study of both form and content of various types of poetic texts, songs, slams etc., written in a simple and accessible language.	
UNIT III	5 Weeks
Intermediate and Semi-Literary Texts	
Introduction and analytical study of both form and content of comic strips, graphic novels, or semi literary forms such as essay, commentary, informative/descriptive texts on history, geography, economy, culture that are not too complex.	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Biagi, Enzo. (2004). <i>La nuova storia d'Italia a fumetti: dall'impero romano ai giorni nostri</i>. Milano: Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011) <i>Domani 3</i>. Firenze: Alma Edizioni. • Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma: Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003) <i>Contesti italiani</i>. Perugia: Guerra Edizioni. 	
Additional material may be provided by the Department.	
Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.	

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

Debating and Presentation Techniques	
Learning Objectives:	
<ul style="list-style-type: none"> The course focuses on developing communicative competence building on the language skills acquired by students in the previous two semesters and will teach intermediate level of communicative transactions such as to give small instructions and simple opinions, to make plans and programs, build adequate lexicon on various topics, carry out small meaningful conversations, etc., among other things. By the end of this semester the students will partially attain A2.1 level of CEF. 	
Learning Outcomes:	
<ul style="list-style-type: none"> Enable students to partially attain A2.1 Level of reading and writing skills in the concerned language Enable students to partially attain A2.1 Level of listening and speaking skills in the concerned language Equip students to read and write about opinions, plans, instructions related to one's immediate environment. Prepare learners to carry out small meaningful conversations to fulfil the needs of everyday life. 	
Syllabus:	
UNIT I	3 Weeks
Listening	
Identifying the main points in short, clear, simple messages and announcements.	
UNIT II	4 Weeks
Reading	
Reading: Reading very short, simple texts to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, timetables, classified advertisements, Internet forums etc.	
UNIT III	5 Weeks
Speaking	
<ul style="list-style-type: none"> Monologue: Can describe in simple terms aspects of his/her background/relevant environment and matters in areas of immediate need such as narrating past, present and future events, plans, programs. Dialogue: Communicating in simple and routine tasks requiring a simple, short and direct exchange of information on familiar and routine matters such as asking for and giving instructions, discussing what to do in the evening/at the weekend etc. 	
UNIT IV	3 Weeks

Writing	
Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.	
<p>Learning/Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> • Bailini, Sonia. Consonno, Silvia. (2002). <i>Ricette per parlare</i>. Firenze: Alma edizioni. • Carlo Guastalla, Ciro Massimo Naddeo, <i>Domani 1</i>, Alma Edizioni, Firenze (2010). • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>. Perugia: Guerra Edizioni. • Guastalla, Carlo, Naddeo. Ciro Massimo. (2011). <i>Domani 2</i>. Firenze: Alma Edizioni. • Luciana Ziglio, Giovanna Rizzo, <i>Espresso 1</i>, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012. • Mariateresa Serafini, <i>Nuovo l'italiano: grammatica e scrittura</i>, Fabbri, Milano, 2009. • Susanna Nocchi, <i>Grammatica pratica della lingua italiana</i>, Alma edizioni, Firenze. • Tettamanti, Vittoria. Talini, Stefania. (2003). <i>Foto parlanti</i>. Roma: Bonacci editore. 	
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.	