

Based on UndergraduateCurriculumFramework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -I



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PREAMBLE

The National Education Policy 2020 (NEP) has been formulated in response to the need to harness full human potential and develop well-rounded competent individuals by providing the right environ to enable access to inclusive and equitable quality education. Such education should have provision for lifelong learning, awareness of new areas of knowledge, skilling to meet industrial demands for economic development, multidisciplinary studies to develop a comprehensive view of issues from a realistic paradigm, holistic approach to education, rootedness to the cultural ethos and moral values, cultivating scientific temperament and problem-solving attitude. The policy also focuses on promoting critical thinking, innovation and creativity to enable the use and promotion of higher order thinking skills. Indeed, NEP is set to revolutionize the education system in the country right from school to higher education.

To actualise the noble objective, as succinctly brought out in the National Education Policy 2020, the university has endeavoured to explore the possibility of further restructuring and refinement of its undergraduate curriculum framework in line with the objective and underlying philosophy of the NEP 2020 to capture the imagination of the youth of our nation which depicts the contemporary realities of our demographic advantage globally.

The resultant outcome of this comprehensive exercise undertaken by the university is the Undergraduate Curriculum Framework-2022 (UGCF-2022) which not only underlines the heart and soul of the NEP 2020 in letter and spirit but also goes on to create a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavour while imbibing the truly charged academic environ of the university and its constituent colleges.

UGCF 2022

Objectives:

The Undergraduate Curriculum Framework- 2022 (UGCF) is meant to bring about systemic change in the higher education system in the University and align itself with the National Education Policy 2020. The following objectives of NEP are kept in perspective while framing UGCF:

- to promote holistic development of students having the world view of a truly global citizen;
- to provide flexibility to students so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their paths in life according to their talents and interests;
- to eliminate harmful hierarchies among disciplines/fields of study and silos between

different areas of learning;

- multidisciplinary and holistic education to ensure the unity and integrity of all knowledge;
- to promote creativity and critical thinking and to encourage logical decision-making and innovation;
- to promote ethics and human & Constitutional values;
- to promote multilingualism and the power of language in learning and teaching;
- to impart life skills such as communication, cooperation, teamwork, and resilience;
- to promote outstanding research as a co-requisite for outstanding education and development;
- to incorporate Indian Knowledge System relevant for a particular discipline or field of studies.

Features

The aforementioned objectives of the NEP have been reflected in various features of UGCF:

- Holistic development of the students shall be nurtured through imparting life skills in initial years. These life skill courses shall include courses on ‘Environment and Sustainable Development Studies’, ‘Communication Skills’, ‘Ethics and Culture’, ‘Science and Society’, ‘Computational Skills’, ‘IT & Data Analytics’, and similar such skills which shall make the students better equipped to deal with the life’s challenges.
- Flexibility to the students to determine their learning trajectories and pursuance of programmes of study has been well ingrained in the UGCF. The Framework allows students to opt for one, two, or more discipline(s) of study as a core discipline(s) depending on his/her choice. He/she has been provided the option of focusing on studying allied courses of his/her selected discipline(s) (DSEs) or diversifying in other areas of study of other disciplines. Students have also been provided with the flexibility to study SECs or opt for Internships or Apprenticeship or Projects or Research or Community Outreach at an appropriate stage. In the fourth year, students are provided flexibility to opt for writing a dissertation (on major, minor, or combination of the two) or opt for Academic Projects or Entrepreneurship depending upon their choice and their future outlook, post completion of their formal education.
- Given the extent of plurality of the Indian society and the diverse background to which students belong, multiple exits and provision of re-entry have been provided at various stages of the undergraduate programme to accommodate their requirement and facilitate them to complete their studies depending upon their priorities of life. The earning and accumulation of credits in the Academic Bank of Credit (ABC), and the flexibility to redeem the requisite credit for award of appropriate Certificate / Diploma/ Degree, as the per the norms laid down by the UGC and the University, shall be made available to the students to provide the opportunity for lifelong learning as well as for availing academic outreach beyond the superstructure of the programme of study in another University / Institution at the national /international level depending upon individual choice of the student(s).

- UGCF has incorporated multidisciplinary education by embedding within the framework the need to opt for at least four elective papers from any other discipline(s) other than the one opted as core discipline(s). In fact, a student who pursues a single-core discipline programme may obtain minor in a particular discipline, other than the core discipline, if he/she earns at least 28 credits in that particular discipline.
- The framework does not maintain/support hierarchy among fields of study/disciplines and silos between different areas of learning. As long as a student fulfils the prerequisites of a course of study, he/she shall be able to study it. Modules or systems of study shall be meaningfully laid down so as to guide the students in choosing the track/academic paths for the desired outcome.
- One of the significant hallmarks of the framework is a provision of pursuing multilingualism while studying any other discipline as core subject(s), which has no bearing with any language and linguistics. I and II semesters of the programme provides an opportunity to the students to study languages which are enshrined under the eighth schedule of the Constitution of India, thereby allowing the students for their holistic development, including the ability to acquire proficiency in a language beyond their mother tongue.
- The framework provides a mandatory programme on research methodologies as one of the discipline specific elective (DSE) courses at the VI & VII semester for students who opt for writing dissertation on major/ minor at VII and VIII semesters. Further, provision for internship / apprenticeship/ project/ community outreach right from the III semester up to VI semester provides ample opportunity to the students to explore areas of knowledge / activity beyond the four walls of the classroom and reach out to the world outside without any dilution of the academic feature of the course of study, he/she is pursuing. This also acts a precursor for the students to take up academic project or entrepreneurship at a later stage in VII & VIII semester. Such an initiative will help in skill development and laying a strong foundation for research and thus contribute towards overall national development through the development of skilled manpower and innovation.
- Intra and inter University mobility of students is another element of critical importance which has been ingrained in the framework. A student, by virtue of such mobility, will be able to make lateral movement within the University as well as from the University to any other Institution and vice-versa. Such an attribute allows a student maximum flexibility in terms of pursuance of education with special reference to higher education and enables him/ her to achieve goal of life, the way he/she perceived it.

1. **Academic credit**– An academic credit is a unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
2. **Courses of study** – Courses of the study indicate pursuance of study in a particular discipline. Every discipline shall offer three categories of courses of study, viz. Discipline Specific Core courses (DSCs), Discipline Specific Electives (DSEs) and Generic Electives (GEs).
 - a) **Discipline Specific Core (DSC):** Discipline Specific Core is a course of study, which should be pursued by a student as a mandatory requirement of his/her programme of study. DSCs shall be the core credit courses of that particular discipline which will be appropriately graded and arranged across the semesters of study, being undertaken by the student, with multiple exit options as per NEP 2020. The DSCs specified in the framework would be identified by the concerned Department as core courses to be taught in a Programme.

For example, for award of single discipline specific Honours degree, such as B.A. (Honours) History, B.Com. (Honours), B.Sc. (Honours) Physics and similar such programmes, DSCs shall be the core courses of History, Commerce and Physics, respectively.

However, to pursue Honours degree programme in a ‘Field of Multidisciplinary courses of Study’ (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/ Humanities, the DSCs shall comprise of core credit courses of more than one discipline. For example, for B.Sc. (Honours) Life Sciences programme, a student shall study credit courses of three disciplines i.e., Botany, Zoology and Chemistry. DSC 1 may be of Discipline A1 (say, Botany), DSC 2 may be of Discipline B 1 (say, Zoology) and DSC 3 may be of Discipline C 1 (say, Chemistry). However, the fourth year of such honours degree programme shall be devoted to the study of only one discipline and hence the DSC courses in the VII and VIII semesters shall be of Discipline A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration –I in Table-6 in UGCF 2022.

- b) **Discipline Specific Elective (DSE):** The Discipline Specific Electives (DSEs) shall be a pool of credit courses of that particular discipline (single discipline programme of study) or those disciplines (multidisciplinary programme of study), as the case may be, which a student chooses to study from his/her particular discipline(s). There shall be a pool of DSEs from which a student may choose a course of study. The DSEs specified in the framework would be identified by the concerned Department as elective courses to be taught in a Programme.

For example, to pursue B.Sc. (Honours) Physics, DSEs chosen should be from a pool of DSEs of Physics. Similarly, to pursue B.Sc. (Honours) Life Sciences programme, the DSEs chosen should be a pool of courses of DSEs of Botany, Zoology and Chemistry, the core subjects for this programme of study.

However, to pursue Honours degree programme in a 'Field of Multidisciplinary courses of Study' (rather than a single discipline) such as B.Sc. (Honours) Life Sciences, B.A. (Honours) Social Sciences/Humanities, in the fourth year of such honours degree programme in the VII and VIII semesters, the student shall be required to choose DSEs from any one of the Disciplines A/B/C and not a combination of these three disciplines. Please refer to the framework given as Illustration – I in Table – 6 of UGCF 2022.

- c) **Generic Elective (GE):** Generic Electives shall be a pool of courses which is meant to provide multidisciplinary or interdisciplinary education to students. GEs shall consist of a pool of courses offered by various disciplines of study (excluding the GEs offered by the parent discipline), in groups of odd and even semesters, from which a student can choose. The GEs specified in the framework would be identified by the concerned Department as GEs to be taught in a Programme.

In case a student opts for DSEs beyond his/her discipline specific course(s) of study, such DSEs shall be treated as GEs for that student.

- d) **Ability Enhancement course (AEC), Skill Enhancement Course (SEC) & Value Addition Course (VAC)**

These three courses shall be a pool of courses offered by all the Departments in groups of odd and even semesters from which students can choose. A student who desires to make Academic Project/Entrepreneurship as Minor has to pick the appropriate combination of courses of GE, SEC, VAC, & Internship/Apprenticeship/Project/Community (IAPC) which shall be offered in the form of various modules as specified in the scheme of studies.

- (i). AEC courses are the courses based upon the content that leads to knowledge enhancement through various areas of study. They are Language and Literature and Environmental Science which will be mandatory for all disciplines.
- (ii). SEC are skill-based courses in all disciplines and are aimed at providing hands-on-training, competencies, proficiency and skills to students. SEC courses may be chosen from a pool of courses designed to provide skill-based instruction. Every discipline may provide skill based courses, some of which may be offered to students of its discipline while the rest can be open to students of all other disciplines.
- (iii). VAC courses are common pool of courses offered by different disciplines and aimed towards personality building; embedding ethical, cultural and constitutional values; promote critical thinking, Indian Knowledge Systems, scientific temperament, communication skills, creative writing, presentation skills, sports & physical education and team work which will help in all round development of students.

3. Major discipline

- a) A student pursuing four-year undergraduate programme in a specific discipline (Core course) shall be awarded an appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline at least 50% of the total credits i.e., at least 88 credits in that Discipline out of the total of 176 credits. He/she shall study 20 DSCs and at least 2 DSEs in eight semesters. For instance, a student who pursues B.Com. (Honours) shall earn the minimum 88 credits from 20 DSCs and *at least* two DSEs in order to get Major in Commerce.
- b) A student pursuing four-year undergraduate programme in more than one discipline as Core Course (for example B.A. Social Sciences/ Humanities, B.Sc. Life Sciences, B.Sc. Physical Sciences, B.Sc. Mathematical Sciences, B.Com. and such other programmes) shall be awarded appropriate Honours degree with Major in a Discipline on completion of VIII Semester, if he/she secures in that Discipline 80 credits out of a total of 176 credits. He/she shall study 6 DSCs and at least 3 DSEs in that discipline in the first six semesters and 2 DSCs, 6 DSEs and write dissertation in that discipline in the VII and VIII semesters. For instance, a student who pursues four-year B.A. (Honours) Social Sciences/Humanities shall be eligible for Major in History, on completion of VIII semester, if he/she earns minimum 80 credits from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History.

4. Minimum acceptable level of academic standards

The minimum acceptable level of achievement that a student must demonstrate to be eligible for the award of academic credit or a qualification is the minimum acceptable level of academic standards. The Letter Grades and Grade Points which shall be used to reflect the outcome of assessment process of the student's performance is indicated in Table - 1.

Table – 1

Letter Grades and Grade Points

Letter Grade	Grade point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

5. Minor discipline

- a) A student mentioned at 3 (a) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from seven GE courses of that

discipline. For example, if a student pursuing B.A. (Honours) History chooses seven GE courses of Political Science out of a total of ten GE courses and writes dissertation, he/she shall be awarded on successful completion of VIII Semester, Major in History and Minor in Political Science.

- b) A student mentioned at 3 (b) above may be awarded Minor in a discipline, on completion of VIII Semester, if he/she earns minimum 28 credits from six DSCs and one DSE of that discipline. For example, a student pursuing four-year B.A. (Honours) Social Sciences/Humanities with Major in History (after securing at least 80 credits in History), may be awarded Minor in Hindi if he/she earns 28 credits from six DSCs and one DSE of Hindi (up to VI semester), on successful completion of VIII Semester.

This definition of Minor is independent of GE's for which there is a requirement of 28 credits to be treated as Minor.

Further, in case a student opts for two disciplines such as Physics and Chemistry instead of three disciplines such as Physics, Chemistry and Mathematics, major and minor shall be determined as per credits earned in the respective courses of study. The concept of Minor is relevant only when there is a Major discipline.

Important Points

1. **Entry level eligibility:** The general feeder category for entry into Level 5 is the Secondary School Leaving Certificate obtained after successfully completing Grade 12. A programme of study leading to entry into the first year of the Bachelor's degree is open to those students who have met the entrance requirements, including specified levels of attainment at the secondary level of education mentioned in the programme admission regulations. Admission to the Bachelor degree programme of study is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake and complete a Bachelor's degree programme which is specified in the *UGC Guidelines for Multiple Entry and Exit Scheme in Academic Programmes Offered in Higher Education*.
2. Number of hours of a credit course shall be defined by its component of lecture, tutorial and practical.
3. Every student has to study "Environmental Science: Theory into Practice" courses I and II of two credits each in the first year (I/II semester) and the second year (III/IV semester), respectively. The AEC pool will also consist of credit courses in languages listed in the Eighth Schedule of the Constitution of India, as updated from time to time. The University of Delhi shall extend necessary support to those Colleges (where faculty is not available) which may require it in course of teaching learning in these languages.

4. There shall be choice in III and IV Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Community Outreach' in each Semester for two credits each.
5. There shall be choice in Semester III and IV to either choose a DSE or a GE.
6. There shall be choice in V and VI Semesters to choose either one 'SEC' or in the alternative 'Internship/Apprenticeship/Project/Research/Community Outreach' in each Semester for two credits each.
7. There shall be three choices in VII and VIII Semesters-
 - (i) to choose three DSEs of 4 credits each OR
 - (ii) to choose two DSEs and one GE of 4 credits each OR
 - (iii) to choose one DSE and two GEs of 4 credits each.
8. 'Research Methodology' shall be offered as one of the DSE courses in VI and VII Semesters. Students can opt for it either in VI semester or VII semester. However, a student pursuing multidisciplinary studies in three core disciplines shall have to choose research methodology in VI semester, if she/he wishes to Major in one of the three disciplines in the fourth year. Suppose a student wishes to study the Research Methodology course offered by another discipline (as one of its DSEs). In that case, he/she may opt for it provided such discipline is his minor discipline. The Research Methodology of another discipline so opted shall be treated as GE for him/her.
9. A student who pursues three years undergraduate degree programme in a specific discipline as a Core course [for example, B.A. (Honours) English, B. Com (Honours), B.Sc. (Honours) Physics and such other Programmes] will earn at least 80 credits in that discipline (from 18 DSCs and *at least* 2 DSEs of that discipline) and shall be awarded Honours degree in that discipline, if he/she exits after completion of VI semester.
10. A student who pursues three years undergraduate degree programme in more than one discipline as core courses of study (for example B.A. in Social Sciences/ Humanities, B.Sc. in Life Sciences, B.Sc. in Physical Sciences, B.Sc. in Mathematical Sciences, Bachelor in Commerce Studies and such other programmes) he/she shall be awarded Bachelor's degree in that field of multidisciplinary course of study, if he/she exits after completion of VI semester.
11. If a student wishes to pursue four years Honours Degree with research, he/she shall compulsorily opt for a Research Methodology course in either VI Semester or VII Semester as DSE.
12. Dissertation/Academic Project/Entrepreneurship in the 4th year shall commence from VII semester and conclude in VIII semester. Detailed outcomes of each track chosen out of these three options shall be notified and assessment at the end of VII and VIII semesters shall be done accordingly.

13. Dissertation may be written in the Major or Minor or Interdisciplinary (combination of Major and Minor) discipline.
14. If a student mentioned at (6) above continues or re-enters the fourth year for pursuing an Honours degree in that field of multidisciplinary study, he/she has to choose only one of the disciplines he/she had studied as core courses of study in the previous six semesters and earn credits from the 2DSCs and 6DSEs of that chosen discipline in the VII and VIII semesters and write dissertation or opt for Academic Project or Entrepreneurship.
15. If a student mentioned at (5) above, continues or re-enters to study the VII and VIII semesters in the same discipline, and writes dissertation mentioned at (9) above, but no Minor discipline is made out (i.e., credits earned in the GEs of any one discipline is less than 28 credits), then he/she shall be awarded 'Honours with Research' with Major in that discipline on successful completion of VIII Semester.
16. A student mentioned at (6) above, shall be awarded 'Honours' degree in that field of multidisciplinary study on successful completion of VIII semester. For example, *B.A. (Honours) Social Sciences/ Humanities, B.Sc. (Honours) Life Sciences, B.Sc. (Honours) Physical Sciences, B.Sc. (Honours) Mathematical Sciences and Bachelor in Commerce Studies (Honours)*. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(b) and III(5)(b), respectively. For instance, a student who pursues four years B.A. (Honours) in Social Sciences/ Humanities with History, Political Science and Hindi as core courses, shall get Major in History, on successful completion of VIII semester, if he/she earns minimum 80 credits in History from 8 DSCs and *at least* 9 DSEs of History and writes dissertation on a topic related to History. Such a student shall get a Minor in Political Science/Hindi, if he/she earns minimum 28 credits from 6 DSCs and one DSE of Political Science/Hindi.
17. Only a student mentioned at (5) above who opts to write a dissertation in the Major/Minor subject in VII and VIII semesters in the fourth year, shall be awarded '*Bachelor of Field of Study/Discipline (Honours with Research) in Discipline*'. For instance, a student who pursues B.Sc. (Honours) in Physics and writes a dissertation on a topic relating to Physics or the Minor in VII and VIII semesters, shall be awarded '*Bachelor of Science (Honours with Research) Physics*'. Major and Minor shall be indicated on fulfilment of the conditions mentioned above at III(3)(a) and III(5)(a), respectively.
18. A student who opts for 'Academic Project' or 'Entrepreneurship' in VII and VIII semesters, instead of writing dissertations, and has earned 28 credits in the relevant GEs, SECs, AECs & IAPC, shall be awarded Minor in Academic Project or Entrepreneurship, as the case may be. '*Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major)*

&Academic Project/ Entrepreneurship (Minor)’. If he/she is unable to earn the requisite 28 credits, he/she shall be awarded ‘Bachelor of Field of Study/Discipline (Honours with Academic Project/ Entrepreneurship) in Discipline (Major).

19. A student who a pursues four-year undergraduate degree programme shall be awarded after completion of the VIII semester an appropriate degree.
20. **Exit Options:** The minimum credit to be earned by a student per semester is 18 credits and the maximum is 26 credits. However, students are advised to earn 22 credits per semester. This provision is meant to provide students the comfort of the flexibility of semester-wise academic load and to learn at his/her own pace. However, the mandatory number of credits have to be secured for the purpose of award of *Undergraduate Certificate/ Undergraduate Diploma/ Appropriate Bachelor’s Degree in the field of Study/Discipline*, to a student who chooses to exit at the end of even semesters (details provided in the Table below).

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	44
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	88
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	132
4	<i>Bachelor of (field of Multidisciplinary courses of Study) (for multiple core disciplines courses of study)</i>	After successful completion of Semester VI	132
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VIII	176
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	176

Graduate Profile/ Attributes as per NHEQF

Type of learning outcomes	The Learning outcomes descriptors
Learning outcomes that are specific to disciplinary/ interdisciplinary areas of learning	<p>Graduates should be able to demonstrate the acquisition of:</p> <ul style="list-style-type: none"> • a comprehensive knowledge and coherent understanding of the chosen disciplinary/ interdisciplinary areas of study in a broad multidisciplinary context, their different learning areas, their linkages with related fields of study, and current and emerging developments associated with the chosen disciplinary/interdisciplinary areas of learning; • Procedural knowledge required for carrying out professional or highly skilled work/tasks related to the chosen field(s) of learning, including knowledge required for undertaking self-employment initiatives, and knowledge and mindset required for entrepreneurship involving enterprise creation, improved product development, or a new mode of organization; • skills in areas related to specialization in the chosen disciplinary/interdisciplinary area(s) of learning in a broad multidisciplinary context, including wide-ranging practical skills, involving variable routine and non-routine contexts relating to the chosen field(s) of learning; • capacity to extrapolate from what has been learnt, and apply acquired competencies in new/unfamiliar contexts, rather than merely replicate curriculum content knowledge, to generate solutions to specific problems; •
Generic learning outcomes	<p>Complex problem-solving: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.
	<p>Critical thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • apply analytic thought to a body of knowledge, including the analysis and evaluation of policies, and practices, as well as evidence, arguments, claims, beliefs and the reliability and relevance of evidence, • identify relevant assumptions or implications; and formulate coherent arguments, · identify logical flaws and holes in the arguments of others, • analyse and synthesize data from a variety of sources and draw valid conclusions and support them with evidence and examples.
	<p>Creativity: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • create, perform, or think in different and diverse ways about the same objects or scenarios, • deal with problems and situations that do not have simple solutions,

	<ul style="list-style-type: none"> • innovate and perform tasks in a better manner, • view a problem or a situation from multiple perspectives, • think ‘out of the box’ and generate solutions to complex problems in unfamiliar contexts.
	<p>Communication Skills: The graduates should be able to demonstrate the skills that enable them to:</p> <ul style="list-style-type: none"> • listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences, • express thoughts and ideas effectively in writing and orally and communicate with others using appropriate media, • confidently share views and express herself/himself, • construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, • convey ideas, thoughts and arguments using language that is respectful and sensitive to gender and other minority groups.
	<p>Analytical reasoning/thinking: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • evaluate the reliability and relevance of evidence; • identify logical flaws and holes in the arguments of others; • analyse and synthesise data from a variety of sources; <p>draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.</p>
	<p>Research-related skills: The graduates should be able to demonstrate:</p> <ul style="list-style-type: none"> • a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, • the ability to problematize, synthesize and articulate issues and design research proposals, • the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inference based on the analysis and interpretation of data, and predict cause-and-effect relationships, • the capacity to develop appropriate methodology and tools of data collection, • the appropriate use of statistical and other analytical tools and techniques, • the ability to plan, execute and report the results of an experiment or investigation, • the ability to acquire the understanding of basic research ethics and skills in practicing/doing ethics in the field/ in personal research work, regardless of the funding authority or field of study.
	<p>Coordinating/collaborating with others: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • work effectively and respectfully with diverse teams,

	<ul style="list-style-type: none"> • facilitate cooperative or coordinated effort on the part of a group, • act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
	<p>Leadership readiness/qualities: The graduates should be able to demonstrate the capability for:</p> <ul style="list-style-type: none"> • mapping out the tasks of a team or an organization and setting direction. • formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision. • using management skills to guide people to the right destination.
	<p>‘Learning how to learn’ skills: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • acquire new knowledge and skills, including ‘learning how to learn’ skills, that are necessary for pursuing learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social, and cultural objectives, and adapting to changing trades and demands of workplace, including adapting to the changes in work processes in the context of the fourth industrial revolution, through knowledge/ skill development/reskilling, • work independently, identify appropriate resources required for further learning, • inculcate a healthy attitude to be a lifelong learner.
	<p>Digital literacy and skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data.
	<p>Digital literacy and skills: The graduates should be able to demonstrate the capability to:</p> <ul style="list-style-type: none"> • use ICT in a variety of learning and work situations, • access, evaluate, and use a variety of relevant information sources, • use appropriate software for analysis of data.
	<p>Value inculcation: The graduates should be able to demonstrate the acquisition of knowledge and attitude that are required to:</p> <ul style="list-style-type: none"> • embrace and practice constitutional, humanistic, ethical, and moral values in life, including universal human values of truth, righteous conduct, peace, love, nonviolence, scientific temper, citizenship values, • practice responsible global citizenship required for responding to contemporary global challenges, for enabling learners to become aware of and understand global issues and to become active promoters of more peaceful, tolerant, inclusive, secure, and sustainable societies, • formulate a position/argument about an ethical issue from multiple perspectives and use ethical practices in all aspects of one’s work, • identify ethical issues related to work, and follow ethical practices, including avoiding unethical behaviour such as fabrication, falsification

	<p>or misrepresentation of data, or committing plagiarism, and adhering to intellectual property rights,</p> <ul style="list-style-type: none"> • recognize environmental and sustainability issues, and participate in actions to promote sustainable development. • Adopt objective, unbiased, and truthful actions in all aspects of work.
	<p>Autonomy, responsibility and accountability: The graduates should be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • apply knowledge, understanding and/or skills with an appropriate degree of independence relevant to the level of the qualification, • work independently, identify appropriate resources required for a project, and manage a project through to completion, • exercise responsibility and demonstrate accountability in applying knowledge and/or skills in work and/or learning contexts appropriate for the level of the qualification, including ensuring safety and security at work places.
	<p>Environmental awareness and action: The graduates should be able to demonstrate the acquisition of and ability to apply the knowledge, skills, attitudes, and values required to take appropriate actions for:</p> <ul style="list-style-type: none"> • mitigating the effects of environmental degradation, climate change and pollution, • effective waste management, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation and sustainable development and living.
	<p>Community engagement and service: The graduates should be able to demonstrate the capability to participate in community-engaged services/ activities for promoting the well- being of the society.</p>
	<p>Empathy: The graduates should be able to demonstrate the ability to identify with or understand the perspective, experiences, or points of view of another individual or groups, and to identify and understand other people's emotions.</p>

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

Category I

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

**DISCIPLINE SPECIFIC CORE COURSE -1 (DSC-1)
Language in Context: Developing Reading and Writing 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: Developing Reading and Writing Skills (1)	4	3	1	0	Passed XII Class	Nil

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to partially attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-1 (Unit wise detail to be given along with weeks assigned for each)

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's one's residential area, city, greetings, professions etc.

Intercultural and cocultural: Introduction to Hispanic regions/countries, celebrities from Spain and Latin America fashion, cinema, comic strips etc.

UNIT I

3 Weeks

Learn and express greetings

Write a brief personal information

Learn the alphabets and learn and write the spellings.

Write a brief introduction,

Learn to recognize country names and their nationalities, different professions and different languages

- Make simple questions.
- Some basic regular verbs.

Read short biographical texts and do written exercises based on that.

- Spellings of the numbers 1-20, age, family members
- Definite articles.

UNIT II

3 Weeks

Read a text on why do you want to learn Spanish and what do you want to do in the course.

Simple present tense, use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también' and 'pero'

- Personal pronoun
- Counting 20 onwards

Family relations and social relations

Read texts on the description of the person and his/her character

- Possessive pronoun
- Adjective, adverbs

UNIT III

3 Weeks

Read maps and know about Spanish speaking countries

Read texts about a locality

- Use of Ser, Estar, Hay
- Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto
- Superlative degree
- Indefinite articles
- Quantifiers

Describe climate

Write about one's own country's places to visit, people and climate.

Describe your locality and parts of the house

Write an email to your friend describing which places to visit in your city and when to travel.

Design a project of a new locality

- What's your ideal locality?

UNIT IV

3 Weeks

Read a text on daily routine and relate it to the time.

- Different regular and irregular verbs
- Reflexive verbs
- Learn to describe time
- Cardinal numbers

Read a text related to day to-day activities and write an email to your dear one expressing the sequence of the activities you do on a daily basis, sometimes, and never.

Learn about some famous personalities in the Hispanic world.

UNIT V

3 Weeks

Read a text on sports.

- Vocabulary in the different sports.
- Different sports.
- Famous personalities in sports.

Read a text on how to express likes and dislikes.

- The verbs 'Gustar' 'Encantar', 'Interesar'.

Write a text on what do you like and dislike in your family.

Read texts on reality shows on television.

- Tener + que + infinitivo
- Es + Adjetivo + infinitivo

Read a text on activities one can do in a hispanic city.

- Write about the entertaining activities in your city.

Essential/recommended readings

Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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 – 2 (DSC-2)
Language in Context: Developing Listening and Speaking Skills (1)

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

Objectives: At the end of Semester 1, a student will

- be able to listen to and understand simple texts so as to answer questions on them;
- be able to talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

SYLLABUS OF DSC- 2

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking: which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city...

Dialogue: participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

UNIT I

3 Weeks

Listen and express greetings

Exchange greetings with each other

Listen the alphabets and learn and pronounce the spellings.

Listen a text related to the given topic

Learn to ask each other questions related to one's State and its languages.

Listen to a text and note down information like phone numbers, names, age, family members, places and languages.

Exchange telephone numbers with each other.

Give your introduction in the class.

UNIT II

3 Weeks

Listen to a text on why do you want to learn Spanish and what do you want to do in the course.

Talk about your motives and what do you want to do.

Listen a text on the description of the person and his/her character

Talk about your family members and what they want to do in their life.

Listen to a text related to the lesiure time activities.

Talk about Leisure time Activities.

UNIT III

3 Weeks

Listen to a text related to the topic and respond to the questions.

Talk about your locality with the help of pictures.

Listen to a text related to the given topic.

Talk about your family members, their physical description and their character.

Listen to a text related to the given activity.

Talk to your friend about your favourite place and its climate.

Present a dialogue activity in a group related to the topic.

UNIT IV

3 Weeks

Listen to a text related to the given topic.

Talk about one's daily routine.

Listen to a text on a given topic.

Simulate the situation of leisure activities with family members

Listen to a text related to a given topic

UNIT V

3 Weeks

Listen to a text on a given topic.

Talk about your sports activities.

Simulate the situation of healthy living and how to live for 100 years.

Listen to a text on the given topic.

Express your likes and dislikes.

Essential/recommended readings

Suggestive readings (if any)

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department.

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3)
Language Through 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		
Language Through Texts (1)	4	3	1	0	Passed XII Class	Nil

Learning Objectives

Objective: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-3

UNIT I Literary Texts

3 Weeks

(A selection will be made from the list below)

Sin Noticias, Lola Lago Detective de N. Sans y L. Miquel
Vacaciones al sol, Lola Lago Detective de N. Sans y L. Miquel
Por amor al arte Lola Lago Detective de N. Sans y L. Miquel
Rinconete y Cortadillo, Miguel de Cervantes, adaptado por Raquel García Prieto
Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

3 Weeks

(A selection will be made from the list below)

Hoy en clase de Campus Difusión
Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba
Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba
Guantanameras – Cuba de Dolores Soler-Espiauba
Ojalá que te vaya bonito – México de Dolores Soler-Espiauba
Los espejuelos de Lennon – Cuba de Dolores Soler-Espiauba
Dos semanas con los ticos – Costa Rica de Dolores Soler-Espiauba

UNIT III Simple poems

3 Weeks

(A selection will be made from the list below)

El gallodespertador de Gloria Fuertes
Yo no soy yo de Juan Ramón Jiménez
Caricia de Gabriela Mistral
¡Buen Viaje! de Amado Nervo

Mariposa del aire de Federico García Lorca
Las seiscuerdas de Federico García Lorca
Oda a la cebolla de Pablo Neruda
Oda a las cosas de Pablo Neruda
Sol de invierno de Antonio Machado
Síndrome de Mario Benedetti
Contigo de Luis Cernuda

UNIT IV Simple Audio / Visual TextsSongs

3 Weeks

(A selection will be made from the list below)

Songs (A1)

Querido Tommy, de Tommy Torres (2013)
La reina del pop, La oreja de Van Gogh (2000)
Limón y Sal, de Julieta Venegas (2006)
Me quedo contigo, de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao
El viajero, de Seguridad Social (2011)
Inmortal, La oreja de Van Gogh (2009)

Documentaries

Aldea Latinoamericana – Por la Geografía de América Latina
 Historia del Arte en 10 minutos
 Historia de el imperio romano en 10 minutos

UNIT V Advertisements

3 Weeks

Suggestive readings

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Sin noticias (A1). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Por amor al arte (A1). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito (A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. AldeaLatinoamericana – Por la Geografía de América Latina
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperioromano en 10 minutos,
<https://www.youtube.com/watch?v=N4Ljm78end4>

Additional material may be provided by the Department.

(For all the Generic Elective courses offered by your Department, please put it in the format provided below)

GENERIC ELECTIVES (GE-1)
Basic Communicative French (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	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Basic Communicative French (1)	4	3	1	0	Passed Class XII	Nil	

Learning Objectives (DETAILS REQUIRED TO BE FILLED)

The Learning Objectives of this course are as follows:

- XXX
- XXX
- XXX

[State the purpose for creating and teaching the course. Describe what the course aims to do from the teacher's perspective.]

Learning outcomes

The Learning Outcomes of this course are as follows:

- Yyy
- Yyy
- Yyy

[The Learning Objectives specify a behaviour, skill, or action that a student can demonstrate after completion of the course. The objectives have to be specific, measurable by some sort of assessment and written from the learner's perspective.]

The method for writing Learning Outcome is – “By studying this course, students will be able to (put a measurable verb) + (learning statement)"]

SYLLABUS OF GE-1

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___Weeks)

Detailed contents

UNIT – IV (___Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL**Essential/recommended readings****Suggestive readings**

GENERIC ELECTIVES (GE-2)
Basic Communicative German (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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative German (1)	4	3	1	0	Passed Class XII	Nil

Learning Objectives**Reading and Writing:****Objectives:** At the end of Semester 1, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to German-speaking countries, celebrities from German-speaking countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

UNIT I

3 weeks

Recognise alphabets, learn spellings, practice phonetics of alphabets.

Learn various forms of greetings, and learn to introduce oneself to others.

Learn country names and their languages.

Wh-questions, personal pronouns (I), some basic verbs, different definite articles.

Read and listen to short texts on a given topic.

Spellings of numbers 1 to 20. Exchange telephone numbers with each other.

Learn to ask each other questions related to one's state and its languages.

Listen to a text and note down information like phone numbers, names, places and languages.

UNIT II

3 weeks

Read job advertisements and note down the relevant information.

Learn vocabulary for the days of the week, plural forms and interrogative questions

Learn how to fill a form for job interviews.

Learn counting 20 onwards

Conjugation of 'haben' and 'sein', personal pronouns (II) and indefinite article 'ein/-'

Exchange information about one's age, languages, telephone numbers, e-mail addresses (both in formal as well as informal manner). Talk about hobbies, different seasons and months.

UNIT III

3 weeks

Read maps and use the given information to guide someone.

Negative article 'kein/-', irregular verbs, the accusative case, modal verb.

Vocabulary related to meals and food items, food habits and information about food habits related to German speaking countries. Express likes and dislikes.

Ask questions related to basic directions and explain as to how to reach specific places.

Simulate the situation of shopping.

UNIT IV

3 weeks

Read texts related to day-to-day activities and write about one's own daily routine.

Temporal prepositions, more modal verbs, possessive pronouns, introduction to separable verbs.

Vocabulary related to one's family, friends and leisure activities.

Ordinal numbers

UNIT V

3 weeks

Read statistics about most preferred leisure activities and express your opinion about them.

Learn how to tell the date using the preposition 'am'. Different uses of the preposition 'für'.

Learn to write an invitation (for example birthday).

Accusative personal pronouns. more separable verbs, imperfekt / Präteritum form of 'haben' and 'sein'.

Vocabulary related to describing one's city in the past and at present, to the situation of eating out and how to pay for the same, and to talk to each other about one's likes, dislikes, hobbies, family, daily routine, working hours, habits, friends, going out etc.

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

1. Dengler, S., Rusch, P., Schmitz, H. (2013). *Netzwerk A1.1: Deutsch als Fremdsprache. Kurs- und Arbeitsbuch mit DVD und 2 Audio--CDs*. Klett Verlag.
2. Dengler, Stefanie; Tanja Mayr-Sieber, Paul Rusch, Helen Schmitz. *Netzwerk neu A1.1: Deutsch als Fremdsprache. Kurs- und Übungsbuch mit Audios und Videos*. Klett Verlag
3. Evans, S., Pude, A., Specht, F. (2021). *Momente A1.1. Kurs- und Arbeitsbuch*. Hueber Verlag.

4. Evans, S., Pude, A., Specht, F. (2020). *Menschen A 1. Kurs- und Arbeitsbuch*. Max Hueber Verlag
5. Höldrich, B. (2010). – *Lesen & Schreiben A1: Buch (Deutsch üben) Taschenbuch*. München: Hueber Verlag.
6. Rusch, P., Schmitz, H. *Einfach Grammatik Deutsch A1 Bis B1*. Berlin: Langenscheidt.
7. Sander, I., Braun, B., Fügert, N., Kotas, O. (2016). *DaF kompakt neu A1: Deutsch als Fremdsprache für Erwachsene. Kurs- und Übungsbuch*. Klett Verlag.
8. Von, Rosa-Maria Dallapiazza, et al. (2011). *Tangram aktuell A1. Kurs- und Arbeitsbuch*. Hueber Verlag.

Additional material may be provided by the Department.

GENERIC ELECTIVES (GE-3) Basic Communicative Italian (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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Italian (1)						

Learning Objectives (Unit wise syllabus not provided and also the weeks distribution)

Reading and Writing:

Objectives: At the end of Semester 1, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to Italophone countries, celebrities from Italophone countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

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

1. Carlo Guastalla, Ciro Massimo Naddeo, *Domani 1*, Alma Edizioni, Firenze (2010).
2. Luciana Ziglio, Giovanna Rizzo, *Espresso 1*, Alma Edizioni, Firenze and Goyal Publishers and Distributors Pvt. Ltd., Delhi, 2012.
3. Mariateresa Serafini, *Nuovo l'italiano: grammatica e scrittura*, Fabbri, Milano, 2009.
4. Susanna Nocchi, *Grammatica pratica della lingua italiana*, Alma edizioni, Firenze.

Additional material may be provided by the Department.

SYLLABUS OF GE-3 (Unit wise syllabus not provided and also the weeks distribution)

UNIT – I (___ Weeks)

Detailed contents

UNIT – II (___ Weeks)

Detailed contents

UNIT – III (___ Weeks)

Detailed contents

UNIT – IV (___ Weeks)

Detailed contents

UNIT – ...

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

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

GENERIC ELECTIVES (GE-3) Basic Communicative Spanish (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
		Lecture	Tutorial	Practical/ Practice		
Basic Communicative Spanish (1)						

Learning Objectives

Reading and Writing:

Objectives: At the end of Semester 1, a student will be able to

- read simple texts and answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;

- attain Level A1.1 of the Common European Framework (CEF).

Content

Reading: Read and understand simple documents, texts, emails containing personal information, describing a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.

Writing: Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family, means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Intercultural and Co-cultural: Introduction to German-speaking countries, celebrities from German-speaking countries, fashion, cinema, comic strips etc.

Listening and Speaking:

Objectives: At the end of Semester 1, a student will be able to

- listen to and understand simple texts so as to answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- attain Level A 1.1 of the Common European Framework (CEF).

Content

Listening: Listen and understand basic phrases/ dialogues concerning himself, of his family, and immediate surroundings, brief announcements in public spaces and instructions when speakers are speaking at a slower pace.

Speaking which includes

Monologue: Introduce oneself and others, describe oneself, a person, one's family or an object, describe one's immediate environment (class or professional), residential area, city etc.

Dialogue: Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.

Morphosyntax, Vocabulary, Pronunciation: Simple grammatical structures and vocabulary used to introduce oneself, introduce others, describe oneself and others, describe one's residential area, city, greetings, professions etc.

Basic rules of pronunciation.

Intercultural and Co-cultural: Knowledge and practice of structures relevant to formal and informal situations.

SYLLABUS OF GE-3

UNIT – I

3 Weeks

Learn and produce greetings. Write a brief personal information. Learning the alphabets and speak some random words to practice pronunciation. Writing a brief introduction, learning to recognize country names and their nationalities, different professions and different languages, making simple questions. Learning some basic regular verbs, numbers 1-20, age, family members, express greetings.

UNIT – II

3 Weeks

Read a text on different motives for learning Spanish and what do you want to do in the course. Introduction of simple present tense, use of 'a', 'con', 'de', 'por', 'para', 'porque' 'también' and 'pero' etc. Personal pronoun. Counting numbers 20 onwards. Family relations and social relations. Talk to each other, describe people and their character. Read texts on the description of the person and his/her character and express with each other. Learn Possessive pronoun, Adjective, Adverbs etc. Listen to a text on a related topic, Express Leisure time Activities.

UNIT III

3 Weeks

Read maps and know about Spanish speaking countries. Read texts about a locality. Use of Ser, Estar, Hay. Learn interrogatory words Cuál, Qué, Cuáles, Dónde, Cómo, Cuánto. Express with each other, talk about one's locality. Superlative degree. Indefinite articles. Quantifiers. Describe climate. Write about one's own country's places to visit, people and climate. Make a presentation on your locality and parts of the house. Listen to a text related to the topic. Write an email to your friend on your city and travel. Design a project of a new locality and present.

UNIT – IV

3 Weeks

Read a text on daily routine and relate it to the time. Different regular and irregular verbs. Reflexive verbs. Learn to describe time. Cardinal numbers. Listen to a text related to day-to-day activities. Talk to your classmates about your daily routine. Make a questionnaire on the sequence of the activities one does on a daily basis, sometimes, frequently and never and find

out the most active person in the class. Learn about some famous personalities in the Hispanic world.

UNIT V

3 Weeks

Read a text on sports. Vocabulary in the different sports. Learn about different sports. Famous hispanic personalities in sports. Listen to a text related to the topic. The verbs ‘Gustar’ ‘Encantar’, ‘Interesar’ Express with the group what do you like and dislike. Write a text on what do you like and dislike in your family. Read texts on reality shows on television. Tener + que + infinitivo. Es + Adjetivo + infinitivo. Read a text on activities one can do in a hispanic city. Write about the entertaining activities for a traveller in your city.

Essential/recommended readings

Suggestive readings

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

2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

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

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -II





SPANISH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

Political Science Courses for Undergraduate Programme of study with Spanish as a Single Core Discipline
(B.A. Honours in Spanish in three years)

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
I	DSC - 4 DSC - 5 DSC - 6	NIL	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

STRUCTURE OF SECOND SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Political Science)

0 Discipline Specific Electives (DSE) – No DSE courses in Semester I (offered by the parent Department i.e. Department of Political Science as choice based electives)

1 Generic Elective (GE) – 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

1 Ability Enhancement Course (AEC) – 1 course of 4 credits = 4 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

DISCIPLINE SPECIFIC CORE COURSE – 4:

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

[Eligibility criteria are the minimum requirement of academic level for opting for the course, such as Class XII pass or Class XII pass with Mathematics as one of the papers in Class XII and so on.

Pre-requisite of a course is the prior knowledge or skill which are primarily required to be acquired before joining the course. For example, the pre-requisite for studying 'Perspectives on Public Administration' course (offered in the VIth Semester) is that he/she should have studied 'Public Administration in India' (offered in the 1st Semester).

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: Developing Reading and Writing Skills (2)	4	3	1	0	Information to be filled	Nil

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

SYLLABUS OF DSC-4

UNIT – I (3 Weeks)

The influence of the culture on your diet

Read a text related to the topic.

Write a recipe of your favourite dish and.

Writing dialogues between a waiter and a client in a restaurant.

Read a text on the diversity of gastronomy.

Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world.

UNIT – II (3 Weeks)

Leisure activities

Read a text related to the topic.

Write plan and intentions, accept and reject, and learn to write opinion.

Write an email to a friend telling about what you do in your free time.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a summary.

UNIT – III (3 Weeks)

Climate

Read a text related to a topic.

Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic.

Write a note on different seasons and its influences on daily life.

Compare different places.

Write pamphlets, articles, and interview a person about his preference for the season.

UNIT – IV (3 Weeks)

An ideal locality

Read a text related to a topic.

Write a note on your locality.

Quantifiers: algún, ningún, muchos etc.

Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc.

Write a brief note on your ideal locality and its direction.

UNIT – 5 (3 Weeks)

Travelling

Read a text related to the topic.

Contents: saber and conocer

Irregular verbs and its participle form

Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de...
tec. Mercadores temporales: hoy, este año, esta mañana etc.

Write on a series of pictures.

Read a text related to the topic.

Write a blog on a place recently visited and the activities.

Practical component (if any) - NIL

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.

2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.

3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.

4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.

5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión

6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

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

DISCIPLINE SPECIFIC CORE COURSE – 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 (if any)
		Lecture	Tutorial	Practical/ Practice		
Language in Context: Developing Listening and Speaking Skills (2)	4	3	1			

Learning Objectives Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 5

UNIT – I (3 Weeks)

The influence of the culture on your diet

Listen to an audio activity related to the topic.

Talk to your classmates about a recipe of your favourite dish.

Listen to a text related to the topic.

Organize a restaurant activity, role play of a waiter and clients.

UNIT – II (3 Weeks)

Leisure activities

Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion.

Listen to a text related to a topic.

Talk about your leisure activities in the class.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

UNIT – III (3 Weeks)

Climate

Listen to a text related to a topic.

Express different climatic conditions: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Listen to a text related to a topic.

Talk about different seasons and its influences on daily life.

Interview a person in the class about his/her preference for the season and record the audio.

UNIT – IV (3 Weeks)

An ideal locality

Listen to a text related to a topic.

Express and use Quantificators: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc., while making a video presentation on a place.

Listen to a text on an ideal locality and its direction.

Talk to your classmates about your vision for an ideal place.

UNIT – 5 (3 Weeks)

Travelling

Listen to a text related to the topic.

Express and learn to differentiate between saber and conocer

Listen to a text related to the topic.

Talk to your classmates: ¿Qué has hecho hoy/ este año, esta mañana etc.?

Express what you have and what you have not done and still have to do.

Listen to a text related to the topic.

Express your points on a place recently visited.

Practical component (if any) - NIL

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 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(if any)
		Lecture	Tutorial	Practical/ Practice		

Learning Objectives

Objective: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A1 and to answer questions on the same.

SYLLABUS OF DSC-6

UNIT I Literary Texts

(3 Weeks)

(A selection will be made from the list below)

Sin Noticias de Marlene, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un nuevo caso: Netflix puede esperar Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Rinconete y Cortadillo, Miguel de Cervantes, adaptado por Raquel García Prieto

Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

(3 Weeks)

(A selection will be made from the list below)

Hoy en clase de Campus Difusión

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba

Guantanamo -- Cuba de Dolores Soler-Espiauba

Ojalá que te vaya bonito -- México de Dolores Soler-Espiauba

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Dos semanas con los ticos -- Costa Rica de Dolores Soler-Espiauba

UNIT III Simple poems

(3 Weeks)

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

Poemas de Antonio Colinas

Poemas de Gloria Fuertes

Poemas de Juan Ramón Jiménez

Poemas de Gabriela Mistral

Poemas de Amado Nervo

Poemas de Federico García Lorca

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Antonio Machado

Poemas de Mario Benedetti

UNIT IV Simple Audio / Visual Texts/Songs

(3 Weeks)

(A selection will be made from the list below)

Songs (A1)

El Barrio felicidad

Vivir mi vida de Marc Antony

Me voy de Julieta Venegas (2006)

Todos me miran de Gloria Trevi

Me quedo contigo, de Los Chunguitos (1981), de Rocío Márquez (2019), de Manu Chao

El viajero, de Seguridad Social (2011)

Inmortal, La oreja de Van Gogh (2009)

Documentaries

Aldea Latinoamericana – Por la Geografía de América Latina

Historia del Arte en 10 minutos

Historia del imperio romano en 10 minutos

UNIT V Advertisement

(3 Weeks)

Suggestive readings

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Sin noticias (A1). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Por amor al arte (A1). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

Additional material may be provided by the Department.

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

GENERIC ELECTIVES (GE-2)

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to write short texts, about subjects pertaining to his/her immediate environment;
- attain Level A 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A1 Level of reading and writing skills in the concerned language.
- Reading simple texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand simple documents, texts, emails containing personal information, cultural aspect of the language, gastronomia, food items and their preparation, describe an ideal locality, express preferences and its frequency, read and understand how to express in an impersonal manner, free time activities, read texts in present continuous and present perfect tense etc.

Writing: Guided writing activities. A few sentences, short text or email describing gastronomia, writing recipes, preferences, free time activities, messages o facebook, articles on different, my ideal locality, climate and its influence on the culture. writing on vacations, blogs on travel, activities related to the recent past etc.

Morphosyntax and Vocabulary: Simple grammatical structures and vocabulary used to write recipes of different dishes, travelling vocabulary, impersonal verbs, vocabulary related to the activities in the free time, blogs, vocabulary related to emails, climate, moods, colors etc.

Intercultural and cocultural: Introduction to Hispanic gastronomy, places to visit in Hispanic world, means of transports, leisure activities, comic strips, Latin America fashion, cinema, comic strips etc.

SYLLABUS OF GE-2

UNIT – I (3 Weeks)

The influence of the culture on your diet

Reading a text related to the topic, writing a recipe of your favourite dish and writing dialogues between a waiter and a client in a restaurant. Listen to an audio activity related to the topic. Talk to your classmates about a recipe of your favourite dish.

Read a text on the diversity of gastronomy. Write a menu and the contents of breakfast, lunch and dinner in the Hispanic world. Listen to a text related to the topic. Role-play activity of a waiter and clients.

UNIT – II (3 Weeks)

Leisure activities

Read a text related to the topic.

Write plan and intentions, write your opinion, write an email to a friend telling about what you do in your free time. Listen to a text related to the topic.

Exchange your plans and intentions, accept and reject, and learn to express your opinion. Read a text related to a topic. Write on the pictures given. Listen to a text related to a topic. Express your opinion on a video clip or audio activity.

UNIT – III (3 Weeks)

Climate

Read a text related to a topic.

Learn Impersonal verbs: LLueve, Nieva, Hace frío/calor, está nublado, hay viento etc.

Read a text related to a topic. Listen to a text related to a topic. Express different climatic conditions. Write a note on different seasons and its influences on daily life. Write pamphlets, articles, and interview a person about his preference for the season. Interview a person in the class about his/her preference for the season and record the audio.

UNIT – IV (3 Weeks)

An ideal locality

Read a text related to a topic.

Write a note on your locality. Quantifiers: algún, ningún, muchos etc. Preposiciones and adverbs of place: a, en al, al lado de, lejos, cerca etc. Write a brief note on your ideal locality and its direction. Listen to a text related to a topic and answer the questions. Listen to a text on an ideal locality and its direction. Talk to your classmates about your vision for an ideal place.

UNIT – V (3 Weeks)

Travelling

Read a text related to the topic.

Contents: saber and conocer, Irregular verbs and its participle form, Préterito perfecto, por, para, porque marcadores de lugar: a la derecha, al lado de... etc. Mercadores temporales: hoy, este año, esta mañana etc. Write on a series of pictures. Write a blog on a place recently visited and the activities. Listen to a text related to the topic. Express your points on a place recently visited.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 1 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 1 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A1- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 1. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 1 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in Spanish.**
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in Spanish.**

- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Spanish.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Spanish.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Spanish.**

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY

STRUCTURE, COURSES & SYLLABI OF SEMESTER -III





SPANISH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

Political Science Courses for Undergraduate Programme of study with Spanish as a Single Core Discipline
(B.A. Honours in Spanish in three years)

Semester	Core (DSC) 4 credits	Elective (DSE) 4 credits	Generic Elective (GE) 4 credits	Ability Enhancement Course (AEC) – 2 credits	Skill Enhancement Course (SEC) – 2 credits	Internship/ Apprenticeship/Project/ Community outreach 2 credits	Value addition course (VAC) 2 credits	Total Credits
I	DSC - 7 DSC - 8 DSC - 9	NIL	Choose one from a pool of courses GE-2 (4)	Choose one from a pool of AEC courses (2)	Choose one from a pool of SEC courses (2)	NIL	Choose one from a pool of VAC courses (2)	22 credits

STRUCTURE OF SECOND SEMESTER

A student who pursues undergraduate programme with Political Science as single core discipline is offered the following courses:

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Political Science)

0 Discipline Specific Electives (DSE) – No DSE courses in Semester I (offered by the parent Department i.e. Department of Political Science as choice based electives)

1 Generic Elective (GE) – 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of GE courses offered by Departments other than the parent Department)

1 Ability Enhancement Course (AEC) – 1 course of 4 credits = 4 credits (one course to be chosen from either 'Environmental Science: Theory to Practice' or one of the 22 Indian Languages listed in the 8th Schedule of the Constitution in the pool of AEC courses)

1 Skill Enhancement Course (SEC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of SEC courses offered by any Department)

1 Value Addition Course (VAC) - 1 course of 4 credits = 4 credits (one course to be chosen from the common pool of VAC courses offered by any Department)

DISCIPLINE SPECIFIC CORE COURSE – 7:

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		
DSC-7 Language in context: Intermediate Reading and Writing skills (1)	4					

[Eligibility criteria are the minimum requirement of academic level for opting for the course, such as Class XII pass or Class XII pass with Mathematics as one of the papers in Class XII and so on.

Pre-requisite of a course is the prior knowledge or skill which are primarily required to be acquired before joining the course. For example, the pre-requisite for studying 'Perspectives on Public Administration' course (offered in the VIth Semester) is that he/she should have studied 'Public Administration in India' (offered in the 1st Semester).

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 Reading and Writing Skills (1)	4	3	1	0	Information to be filled	Nil

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

Morphosyntax and Vocabulary: standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

Intercultural and cocultural: Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

SYLLABUS OF DSC-7

UNIT – I (3 Weeks)

Spanish language and you

Read a text related to the topic.

Write about habits and difficulties.

Write suggestions for improving your Spanish.

Read a text on how to learn Spanish better.

Write a questionnaire to know how your classmates learn and what their difficulties are.

UNIT – II (3 Weeks)

A life in pictures

Read a text related to the topic.

Write a biography of an actor/director.

Write about your activities in the last weekend.

Read a text related to a topic.

Write on the pictures given.

Read a text related to a topic.

Write a biography of your favourite person.

UNIT – III (3 Weeks)

Home, sweet home

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

UNIT – IV (3 Weeks)

How are things?

Read a text related to a topic.

Write a note on greetings and goodbye.

What are they doing?

Difference between Dejar and Dar, estar+gerund

Write a brief note on your activities at present

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UNIT –V (3 Weeks)

Leisure time

Read a text related to the topic.

Write about how to spend free time.

Préterito perfecto, todavía, ya, marcadores temporales: hoy, este año, esta mañana ir a +infinitivo etc.

Write on a series of pictures.

Read a text related to the topic.

Write a plan of a weekend for a particular group, students, retired persons, a couple etc.

UNIT VI (3 Weeks)

I am vegetarian

Read a text related to a topic.

Write the food items in the breakfast, in the lunch and at dinner.

Read a text on vegans and recipes

Write a recipe of your favorite food.

Read a text related to the topic.

Write a diet chart to lose some weight.

Se+tercera persona

Write on a dinner plan.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

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

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			

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 8

UNIT – I (3 Weeks)

Spanish language and you

Listen to an audio activity related to the topic.

Talk about habits and difficulties.

Interact to know suggestions for improving your Spanish.

Listen to an audio related to the topic.

UNIT – II (3 Weeks)

A life in pictures

Listen to an audio related to the topic.

Speak about a biography of an actor/director.

Exchange biography of your family member and learn to express your opinion.

Listen to a text related to a topic.

Express your opinion on a video clip or audio activity.

UNIT – III (3 Weeks)

Home, sweet home

Read a text related to a topic.

Different types of houses.

Read a text related to a topic.

Write a note on the interior designing of your drawing room.

Compare two houses with different interior design.

Write advertisement for the rent/sale of a house,

Read a text on unique houses.

Write about a house of your dreams.

UNIT – IV (3 Weeks)

How are things?

Read a text related to a topic.
Write a note on greetings and goodbye.
What are they doing?
Difference between Dejar and Dar, estar+gerund
Write a brief note on your activities at present

UNIT –V (3 Weeks)

Leisure time

Listen to a text related to a topic.
Talk about your leisure time and activities you do.
Interview a person in the class about his/her activities in his/her leisure time and record the audio.
Exchange about how to spend free time.
Speak about a plan of a weekend for a particular group, students, retired persons, a couple etc.

UNIT VI (3 Weeks)

I am vegetarian

Listen to an audio related to the topic.
Speak about the food items in the breakfast, in the lunch and at dinner.
Listen to an audio related to the topic.
Exchange a recipe of your favorite food.
Invite at lunch and do role play.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 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(if any)
		Lecture	Tutorial	Practical/ Practice		
Engaging with literary texts (1)						

Learning Objectives: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.1 and to answer questions on the same.

Learning Outcomes

- Enable students to fully attain A2.1 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC-9

UNIT I Literary Texts

(3 Weeks)

(A selection will be made from the list below)

Miguel de Cervantes, *Rinconete y Cortadillo*, European Language Institute.

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión:

Ajendro Amenábar

El Che Guevara

Las nuevas caras del cine español

Casas únicas

Vida en las plazas
 Espacios naturales
 Denominación de origen
 Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel
Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel
Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel
Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel
El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel
Rinconete y Cortadillo, Miguel de Cervantes, adaptado por Raquel García Prieto
Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

(3 Weeks)

(A selection will be made from the list below)

Hoy en clase de Campus Difusión
Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba
Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba
Guantanamo – Cuba de Dolores Soler-Espiauba
Ojalá que te vaya bonito – México de Dolores Soler-Espiauba
Los espejuelos de Lennon – Cuba de Dolores Soler-Espiauba
Dos semanas con los ticos – Costa Rica de Dolores Soler-Espiauba

UNIT III Simple poems

(3 Weeks)

Poemas de Alfonsina Storni
Poemas de Federico García Lorca
Poemas de Pablo Neruda
Poemas de Francisco de Quevedo
Poemas de José Agustín Goytoso
Poemas de Rafael Alberti
Poemas de Antonio Machado
Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

UNIT IV Simple Audio / Visual Texts/Songs

(3 Weeks)

(A selection will be made from the list below)

Songs (A2)

Guantanamo
No me doy por vencido
Canciones de Audry Funk
Vida de Rubén Blades
Casas de Cartón de Marco Antonio Solís

Mi país de Ruben Rada
De donde vengo yo de ChocQuibTown

Documentaries

Aldea Latinoamericana – Por la Geografía de América Latina
Historia del Arte en 10 minutos
Historia del imperio romano en 10 minutos

UNIT V Advertisement

(3 Weeks)

Suggestive readings

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
7. Difusión.
8. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
9. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
10. Soler-Espiauba, D. (2012). Guantanameras (A1-A2). Cuba: Editorial Difusión.
11. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
12. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
13. Aldea Latinoamericana – Por la Geografía de América Latina
<https://www.youtube.com/watch?v=2jN3kP-gM2o>
14. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
15. Historia del imperio romano en 10 minutos,
<https://www.youtube.com/watch?v=N4Ljm78end4>
16. 100 Anuncios Publicitarios con Eslogan

Additional material may be provided by the Department.

Suggestive readings

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

ELECTIVE DSE 1

Introduction to the History of Spain and the Spanish speaking World (1)

Learning Objectives:

To familiarize students with the major social, political and cultural events from the medieval to contemporary period

Learning Outcomes:

To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

Unit 1

Arab contributions to Spanish culture (711-1492).

Unit 2

The Catholic kings, discovery of America and the Spanish empire.

Unit 3

XIX century Spanish American Independence movements

Unit 4

XX century: Spanish Civil War, Latin American dictatorships

Unit 5

Contemporary Spain and Latin America

References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

Teaching Learning Process

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

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History

Life in Spanish speaking Countries

Learning Objectives:

To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

Learning Outcomes:

- To initiate learners to the culture and civilization of Spain and Latin American countries
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Spain and Latin American countries.
- To introduce the students to the great thinkers of Spain and Latin America in the areas of literature, cinema, art, etc.

- To Enable students to understand and analyse cultural aspects of Spain and Latin American Countries and develop an intercultural competence among students

Unit 1

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

Unit 2

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

Unit 3

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

Unit 4

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy.

Operation Condor. Spain: Multiculturalism and Immigration.

Unit 5

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

References

Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

Teaching Learning Process

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

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Culture, civilisation, Intercultural Competence, Spain, Latin America

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 specificities of literary and non-literary texts
- To analyze the form and content of literary and non-literary texts.

Learning Outcomes

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

Unit 1

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, (Ex. short story, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2

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 3

Intermedial 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.

References

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

- Merino, José María. (1998). *Cien años de cuentos (1989-1998)* Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.

- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

Assessment Methods

- 25% weightage on Formative Internal assessment through closed-book/open-book tests, tasks, projects, presentations, review-assignments using the target language
- 75% weightage on End Semester Written Examination

Keywords

Text types, Prose, poetry, intermedial and semi-literary texts, analytical study

Debating and Presentation Techniques

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES OFFERED BY THE DEPARTMENTS

GENERIC ELECTIVES (GE-3)

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		

Learning Objectives

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

- 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.

Unit 1: Listening

Identifying the main points in short, clear, simple messages and announcements.

Unit 2: 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 3: Speaking

- 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 4: Writing

Describing past, present and future events, writing short, simple notes and messages relating to matters in areas of immediate need.

References

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

- Campo, Cristina, Melero, Pilar. et. al.(2017) *Protagonistas A2- Libro de alumno*.Madrid, Madrid: Ediciones SM.
- Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.

Additional material will be provided by the Department.

Additional Resources

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*. Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). *Bitacora 2 Libro de alumno*. Barcelona: Editorial Difusión.
- Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). *Sueña 2 Libro de alumno*. Salamanca. Salamanca: Grupo Anaya.

Teaching Learning Process

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

Keywords

SEC 3 (2)

Introduction to Business Spanish

Learning Objectives

- To develop skills and knowledge related to commercial and industrial domains.

Learning Outcomes

- Provide knowledge about investments in India from Spain and Latin America and Indian investments/business interests in these countries.
- Develop knowledge about Multinationals and business houses from Spanish speaking countries, headquarters of companies, Chambers of Commerce
- Familiarize with products of import and export between Spain, Latin America and India. Areas of potential business growth. International brands.
- Impart skills to write job applications
- Equip students with tools to write letters of acknowledgements, complaints, tenders for companies.
- Generate awareness about business codes, protocol and Industrial espionage.
- Help to make glossaries of vocabulary used in telemarketing, banking, law, finance, real estate transactions, and felonies.
- Enable students to create websites for business houses and prepare publicity materials. Hone marketing skills

Unit 1

Investments in India from Spain and Latin America and Indian investments/business interests in these countries.

Unit 2

Multinationals and business houses from Spanish speaking countries. Company headquarters of companies. Chambers of Commerce.

Unit 3

Products of import and export between Spanish speaking countries and India. Areas of potential business growth. International brands.

Unit 4

Writing job applications/Making a curriculum vitae/Writing letters of acknowledgements/complaints/writing tenders for companies.

Unit 5

Business codes and protocol, Industrial espionage.

Unit 6

Developing marketing skills through role play on buying and selling products, talking about one's skills

References

Aguirre Beltran B. (2011). *Introducción al español de los negocios*, Madrid, Madrid: Edinumen.

Nevaer, Louis. (2012). *Speak Business Spanish like an Executive: Avoiding the Common Mistakes that hold Latinos back*. New York, NY: Hispanic Economics.

Pérez Matilde, Alonso. (2011). *Innovando en el mundo de los negocios*. Madrid, Madrid: September Ediciones.

Additional material will be provided by the Department

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study. The Learning will be based on hands-on experience of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, creating websites for business house/preparing publicity materials/brochures/ Making glossaries of vocabulary used in telemarketing, banking law, finance, real estate transactions, felonies.
- 50% weightage on written internal test

Keywords

Investments, Multinational companies and Business Houses, Products of Import Export, Job Application, CV, Complaint letters, Tenders, publicity materials, marketing skills

Food and Social Life

Learning Objectives

- To impart skills related to food and hospitality sectors

Learning Outcomes

- Familiarize students with the concept of cooking and dining as social rituals. Hospitality, "table manners" and the tool for forging of social relationships
- Sensitize students about dining as an intercultural experience
- Provide knowledge about food staples and food choices in history in Spain and Latin America.
- Introduce students to famous contemporary cuisines and specialities from Spain and Latin America, signature chefs, Michelin Guides to restaurants.
- Provide references to food in the literatures of Spain and Latin America.

Unit 1

The concept of cooking and dining as social rituals. Hospitality, "table manners" and the forging of social relationships. The idea of food as "intangible cultural heritage".

Culinary diplomacy. "Conflict Kitchens" (Breaking bread to win hearts and minds).

Nationalism, tradition and food.

Dining as an intercultural experience

Unit 2

Food staples and choices in history in Spain and Latin America.

Products introduced by the Romans (grapes) Muslims (saffron) and from the New World to Europe after discovery of America, (coffee, cocoa, tobacco etc.).

Processed regional Spanish food, brands of bread, cheese, wine etc. (Rioja distilleries, Manchego cheese, Sangria).

Unit 3

Famous contemporary Spanish and Latin American cuisines. (Basque, Campaign for Cocina peruana para el Mundo), signature chefs.

Unit 4

References to food in the literatures of Spain and Latin. Mexico: Fernando del Paso, Laura Esquivel.

Spain: Cervantes, Luis de Gongora, Francisco de Quevedo. Manuel Vazquez Argentina: Julio Cortazar, Jorge Luis Borges. Chile: Pablo Neruda

Cuba: Nicolas Guillen and others.

References

- Barthes, Roland. (1957, 1986). *Mythologies*. New York, NY: Paladin.
- Levi Strauss, Claude. (1969). *The Raw and the Cooked*. New York NY: Harper and Row.
- Levi Strauss, Claude. (1990). *The Origin of Table Manners*. Chicago: University of Chicago Press.
- Douglas, Mary. (1966). *Purity and Danger: An analysis of the Concepts of Pollution and Taboo*. London: Routledge.
- Michelin Guides
- Ortega, Simone. (2004) *1080 Recetas de Cocina*. Madrid: Alianza.

Additional material will be provided by the Department

Teaching Learning Process

- The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, creating menus, publicity materials for restaurants/reviews of Cafes, restaurants and food joints/ preparing catalogues of food and beverages/ making glossaries of vocabulary used in the culinary world/Reports on Industry Visit etc.
- 50% weightage on written internal test

Keywords

Dining as social rituals. Hospitality, table manners, food staples, Michelin guides

Culture and Tourism

Learning Objectives

- To impart advanced knowledge and understanding of various aspects of society and culture of the Spanish Speaking world in order to develop advanced skills required for the Travel and Tourism sector.

Learning Outcomes

- Provide knowledge of various cultural movements of Spain and Latin America to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.
- Provide knowledge of Cultural Codes and Protocol in Spain and Latin America. Familiarize about museums of Spain and Latin America and their contents

Unit 1

Study various cultural movements of Spain and Latin America starting from Renaissance till the contemporary period to formulate a better understanding of values, beliefs, customs, traditions, institutions, practices, attitudes of the concerned communities.

Unit 2

Knowledge of Cultural Codes and Protocol in Spain and Latin America and the course of history in these countries

Unit 3

Familiarize students with major museums of Spain and Latin America and their contents through virtual tours of museums, documentaries, presentations, etc.

References

- Prada, Marisa de. et al. (2016) *Entorno Turístico*, Madrid: Edelsa.
- Prada, Marisa de. et al. (2014) *Temas de Turismo*. Madrid: Edinumen.
- <https://www.salvador-dali.org>
- <https://www.museodelprado.es>
- <https://museomuraldiegorivera.inba.gob.mx>

Additional material will be provided by the Department

Teaching Learning Process

- The Learning will be based on hands-on experience, demonstrations of the field through cultural excursions/industry visits/virtual tours/active interactions with professionals.
- Interactive teaching with lectures, presentations, discussions with the help of audio-visual and virtual teaching aids.
- The learners are encouraged to collaborate with their peers to complete specific projects, assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics introduced in the class in order to have practical experiences in the concerned field of study.

Assessment Methods

- 50% weightage on internal assessment based on Project Work such as, Preparing brochures on museums, writing blog entries/Preparing guided tours of monuments/writing projects on various cultural movements/ artists, personalities/musicians etc.
- 50% weightage on written internal test

Keywords

Cultural movements, Cultural codes, institutions, museums

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

Nomenclature of certificate/diploma/degrees:

- ✓ After securing 44 credits (from semester I and II), by completing one year of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Undergraduate Certificate in B.A.(H) in Spanish.**
- ✓ After securing 88 credits (from semester I, II, III & IV), by completing two years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Diploma in B.A.(H) in Spanish.**
- ✓ After securing 132 credits (from semester I to VI), by completing three years of study of the UG Programme with Political Science as a single core discipline, if a student exits after following due procedure, he or she shall be awarded **Bachelor of Arts (Honours) in Spanish.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and writes dissertation, the student shall be awarded **Bachelor of Arts (Honours with Research) in Spanish.**
- ✓ After securing 176 credits (from semester I to VIII), by completing four years of study of the UG Programme with Political Science as a single core discipline and engages in Academic Project/Entrepreneurship, the student shall be awarded **Bachelor of Arts (Honours with Academic Project/Entrepreneurship) in Spanish.**

SEMESTER-IV
GERMANIC AND ROMANCE STUDIES
B.A.(Hons.) Spanish

DISCIPLINE SPECIFIC CORE COURSE

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		
DSC-10 (4) Language in Context: Intermediate Reading and Writing skills (2)	4	3	1	0	XII passed	Should have studied Language in Context: Intermediate Reading and Writing Skills (1)

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing

recipes, writing on free time, invitations, make excuses, activities related to write about preferences and choices etc.

Morphosyntax and Vocabulary: standard grammatical structures and vocabulary used to write past experiences, travelling vocabulary, imperative to write recipes, vocabulary related to social interaction, house, movie review, biography, vocabulary related to preferences and choices, invitations, make excuses etc.

Intercultural and cocultural: Introduction to Hispanic movies, relating to past, design a house, social contacts, plan a weekend, prepare food for the party, hispanic authors and personalities, movies, hispanic places to visit etc.

SYLLABUS OF DSC-10

UNIT – I

(7 hours)

Read a text related to expression of desire, preferences, etc.

Write about your experiences and how you value them in your life.

Write about different people and things that matter to you.

Read a text related to the topic.

Write a questionnaire to know how your classmates value people and things around them.

Write an article on interesting things where you reside.

UNIT – II

(8 hours)

Read a text based on discussion of problems and giving suggestions thereof.

Write about the problems which your classmates face.

Write solutions for their problems by using Imperatives.

Read a text related to the topic.

Write about your problems and ask for suggestions in the class.

UNIT – III

(7 hours))

Read a text comprising narration of history, events involving lifestyle, culture, etc.

Write about the interesting part that you like in the history of your country.

Read a text related to the topic.

Write about habits, culture, and life of the people in the past and of the women in particular.

Read a text related to the topic.

Write about the habits and culture in the past and compare it in the present scenario.

UNIT – IV

(8 hours)

Read a text based on narration of personal anecdotes, practice of past tense.

Write personal anecdotes, important events and happenings.

Read a text related to the topic.

Write about how you felt in a particular situation in the past.

Regular and irregular forms of the verbs in the simple past tense.

Write a report on sports or cultural events, on a tour to historical place.

UNIT –V**(7 hours)**

Read a text based on significance of technology, technical terms of daily use, etc.

Write about the role of technology in your day-to-day life.

Write about how you learn efficiently and in a better way by using technology.

UNIT VI**(8 hours)**

Read a text comprising discussion on eco-friendly practices.

Write about the reuse of waste products.

Read a text related to a topic.

Write about recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

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

1. Sanz, N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A2 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bitacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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 – 11

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		
DSC-11 (4) Language in context: Intermediate Listening and Speaking skills (2)	4	3	1		XII passed	Should have studied Language in Context: Listening and Speaking Skills (1)

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level A 2.2 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain A2.2 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 11

UNIT – I

(7 hours)

Listen to an audio/a video activity related to expression of desire, preferences, etc.

Talk about your experiences and how value them in your life.

Express your ideas about people and things and how you value them.

Listen to an audio/video activity about the places of your interest and their cultural value.

Discuss a questionnaire with your classmates about how people value their near and dear ones and how they value things around them.

Make a presentation on the information received through the survey.

UNIT – II

(8 hours)

Listen to an audio based on discussion of problems and giving suggestions thereof.

Share your views with your classmates on the problems that a student face.

Exchange ideas on the solutions for the problems which your classmates face in the class.
Use of Imperatives in giving solutions.
Speak about your problems and ask for suggestions in the class.

UNIT – III

(7 hours)

Listen to an audio comprising narration of history, events involving lifestyle, culture, etc.
Talk about an interesting part that you like in the history of your country.
Exchange your thoughts on the habits, culture and life of the people in the past and of the women in particular.
Express your opinion on the habits and culture in the past and compare it with the present.
Share your experiences about a journey, a job taken or any unforgettable moment with your classmates.

UNIT – IV

(8 hours)

Listen to an audio/video based on narration of personal anecdotes, practice of past tense.
Share your personal anecdotes in the class.
Talk about how you felt in a particular situation in the past.
Regular and irregular forms of the verbs in the simple past tense.

UNIT –V

(7 hours)

Listen to an audio/video based on significance of technology, technical terms of daily use, etc.
Express your thoughts on the role of technology in your day-to-day life.
Watch a short movie related to the topic.
Speak on how you learn efficiently and in a better way by using technology.

UNIT VI

(8 hours)

Listen to an audio comprising discussion on eco-friendly practices.
Share your ideas on the reuse of waste products and how you follow them.
Listen to an audio/video activity related to a topic.
Talk about the value of recycling, reuse of the waste products in the past and various ways to recycle the waste products now.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Sanz, N. (2016). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión
2. Alondo, Elcina. Corpas, Jaime. (2018). Diverso A1 Libro de alumno. Madrid, Madrid: SGEL.
3. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 2 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
4. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). Bítacora 2 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
5. Campo, Cristina, Cuadrado, Charo et.al. (2017) Protagonistas A2- Libro de alumno. Madrid, Madrid: Ediciones SM.

6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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 – 12

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		
DSC-12 (4) Engaging with Literary Texts (2)	4	3	1		XII passed	Should have studied Engaging with Literary Texts (1)

Learning Objectives

Learning Objectives: Enable students to read and understand a short literary/journalistic/ad/song text adapted for students of level A2.2 and to answer questions on the same.

Learning Outcomes

- Enable students to fully attain A2.2 Level skills in the concerned language.
- Understand ideas on audios listened and answering questions on them.
- Equip students to learn about subjects pertaining to his/her immediate environment.

UNIT I Literary Texts

(9 hours)

(A selection will be made from the list below. Extra material will be distributed by the teacher.)

Otro Zoo de Rodrigo Rey Rosa

Cuentos y leyendas, todoele.net

Excerpts from Sanz N. (2017). Aula Internacional 2. Barcelona. Barcelona: Editorial Difusión:

Pepa Villa, Taxista en Barcelona

El sueño de Cristóbal, Edelsa

Las nuevas caras del cine español

Un Yankee en Buenos Aires de Paco Ardit

Rinconete y Cortadillo, Miguel de Cervantes

Moros y cristianos, Dolores Soler-Espiauba

Espacios naturales

Denominación de origen

Un nuevo caso: Netflix puede esperar *Lola Lago & asociados Las nuevas aventuras de Lola Lago* de N. Sans y L. Miquel

Los hackers nunca duermen, Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Un poco de tranquilidad, solo un poco Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Fin de escapada Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

El misterio hombre de la gabardina Lola Lago & asociados Las nuevas aventuras de Lola Lago de N. Sans y L. Miquel

Todas las voces. Curso de cultura y civilización de N. Murillo

UNIT II Journalistic Texts

(9 hours)

(A selection will be made from the list below)

Auténticos de la revista de ELE « Punto y Coma » nivel A2

Energía eólica

Dime qué color eres y te diré qué color necesitas

La civilización Inca, Entre el pasado y el presente

El ceviche : de Perú al mundo

Navidades con sabor latino

Entrevista a Rosa Montero

Hoy en clase de Campus Difusión

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Con Frida en el altiplano -- Bolivia de Dolores Soler-Espiauba

Guantanamo -- Cuba de Dolores Soler-Espiauba

Ojalá que te vaya bonito -- México de Dolores Soler-Espiauba

Los espejuelos de Lennon -- Cuba de Dolores Soler-Espiauba

Dos semanas con los ticos -- Costa Rica de Dolores Soler-Espiauba

UNIT III poems

(9 hours)

Poemas de Alex Pausibes

Poemas de Antonio Colinas

Poemas de Alfonsina Storni

Poemas de Federico García Lorca

Poemas de Pablo Neruda

Poemas de Unamuno

Poemas de Gabriela Mistral

Poemas de Rosalía de Castro

Poemas de Francisco de Quevedo

Poemas de José Agustín Goytoso

Poemas de Rafael Alberti

Poemas de Ana Castillo

Poemas de Antonio Machado

Poemas de Gloria Fuertes

(A selection as per language level will be made from the list below. Any extra material will be provided by the Department)

UNIT IV Audio / Visual Texts/Songs

(9 hours)

(A selection will be made from the list below)

Songs (A2)

Gloria Estefan: Tu fotografía

Manu Chao: Clandestino

Ricky Martin: La bomba

Juanes: La Historia de Juan

Jarabe de Palo: ¡Qué bueno! ¡Qué bueno!

Joaquín Sabina: Y nos dieron las diez

Rebeca Lane: Flores rojas

Vivir Quintana: Canción sin miedo

Jimena Barón y Miss Bolivia: Se quema

Documentaries

Patio 29-historias de Silencio

México: desaparecidos por el narcotráfico

Tierra de Cárteles

Guatemala: Corazón del mundo Maya

Historia del Arte en 10 minutos

Historia del imperio musulmán en 10 minutos

UNIT V Advertisement

(9 hours)

Suggestive readings

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

1. Murillo, N. (2010). Todas las voces. Curso de cultura y civilización. Barcelona: Editorial
2. Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)
3. Sans, N., Miquel, L. Lola Lago (2003). Detective: Lejos de casa (A2). Barcelona: Editorial Difusión.
4. Sans, N., Miquel, L. Lola Lago (2003). Detective: una nota falsa (A2). Barcelona: Editorial
5. Difusión.
6. Formesp.rediris.es
7. Cervantes, Cuentos.
8. Dolores Soler-Espiauba, Moros y cristianos, difusi
9. Soler-Espiauba, D. (2002). Con Frida en el altiplano (A1-A2). España: Editorial
10. Difusión.
11. Edelsa.
12. Rey Rosa, *Otro zoo*, Seix Barral, 2007
13. Soler-Espiauba, D. (2008). Dos semanas con los ticos (A1-A2). Costa Rica: CEGAL.
14. Soler-Espiauba, D. (2014). Los espejuelos de Lennon (A1). Cuba: CEGAL.
15. Soler-Espiauba, D. (2012). Guantánameras (A1-A2). Cuba: Editorial Difusión.
16. Soler-Espiauba, D. (2015). Ojalá que te vaya bonito(A1-A2). México: Editorial Difusión.
17. Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>
18. Historia del Arte en 10 Minutos, <https://www.youtube.com/watch?v=rUHxLrZwSIY>
19. Historia del imperio musulmán en 10 minutos, <https://www.youtube.com/watch?v=N4Ljm78end4>

20. 100 Anuncios Publicitarios con Eslogan
21. http://archive.org/details/editions_mariquita_hotmail_201309
22. México: desaparecidos por el narcotráfico @ YouTube: Arte.tvDocumental
23. <http://tv.apple.com/ar/movie/tierra-de-carteles/umc.cmc.52194k2r7j1>
24. Guatemala, corazón del Mundo Maya YouTube-Julio Carvajal.
25. Origen y evolución del imperio islámico en la Edad Media <http://youtube.com>

Additional material may be provided by the Department.

Suggestive readings

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Introduction to the History of Spain and the Spanish speaking World.

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Introduction to the History of Spain and the Spanish Speaking World	4	3	1	0	XII passed	Nil

DSE–2 (4)

Introduction to the History of Spain and the Spanish speaking world (2)

Learning Objectives

- To familiarize students with the major social, political and cultural events from the medieval to contemporary period

Learning Outcomes

- To provide a good understanding of Contemporary Spain and contemporary Latin America and their standing in the world

Unit 1 (9 hours)

Arab contributions to Spanish culture (711-1492).

Unit 2 (9 hours)

The Catholic kings, discovery of America and the Spanish empire.

Unit 3 (9 hours)

XIX century Spanish American Independence movements

Unit 4 (9 hours)

XX century: Spanish Civil War, Latin American dictatorships

Unit 5 (9 hours)

Contemporary Spain and Latin America

References

- Fernandez Alvarez, Manuel. (2008). *Pequeña historia de España* Madrid: Espasa Libros SLU.
- Fernández Álvarez, Manuel. (2011) *España, biografía de una nación*. Madrid: Espasa Libros SLU.
- Hernández, Guillermo. (2008). *De la edad media a la actualidad*. Madrid: SGEL.
- Quintana, M. (2007). *Historia de América Latina* Madrid: Edinumen.
- Vazquez, German and Martinez Diaz, Nelson, et al. (1998). *Historia de América Latina*, Madrid: SGEL.

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

Spain, Latin America, Democracy, Dictatorship, Freedom Movement, Immigration, History

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Life in Spanish speaking Countries.

Credit distribution, Eligibility and Pre-requisites of the Course

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

learning Objectives

- To introduce the learner to various aspects of contemporary culture (films, art, education system, etc.) in Spain and Latin America.

Learning Outcomes

- To initiate learners to the culture and civilization of Spain and Latin American countries
- To provide knowledge about education systems, home, family, leisure activities, festivals, politics, tourism, physical geography of Spain and Latin American countries.
- To introduce the students to the great thinkers of Spain and Latin America in the areas of literature, cinema, art, etc.
- To Enable students to understand and analyse cultural aspects of Spain and Latin American Countries and develop an intercultural competence among students

Unit 1 (9 hours)

The 19th century phenomenon of the caudillo and cacique in Spain and Latin America. 20th century dictatorships (Franco - Spain, Trujillo - Dominican Republic, Pinochet - Chile, etc.) Banana republics. Guerrilla warfare. Revolutions (Mexico, Cuba).

Unit 2 (9 hours)

Transition to Democracy in Spain and Latin America. Spain and the European Union. NAFTA.

Unit 3 (9 hours)

Separatism, terrorism and regional nationalism in Spain. Grassroots people's movements in Latin America.

Unit 4 (9 hours)

Distant Neighbours: Latin America and the United States. Monroe Doctrine. Good Neighbour Policy. Operation Condor. Spain: Multiculturalism and Immigration.

Unit 5 (9 hours)

Cultural forms and National Identity: Flamenco (Spain) Merengue (Dominican Republic) Tango (Argentina)

Cultures of resistance: La movida madrileña, New Song Movement, Narcocorridos.

References

Excerpts from

- Chasteen, John Charles. (2001). *Born in Blood and Fire, A Concise History of Latin America*. New York: Norton.
- Florencia Garramuño. (2011). *Primitive Modernities: Tango, Samba and Nation* Trans. Anna Kazumi Stahl. Stanford: Stanford University Press.
- Grandin, Greg. (2006). *Empire's Workshop. Latin America, the United States and the Rise of the New Imperialism*. New York: Henry Holt.
- Pérez, Edmundo. (2012). *Que me entierren con narcocorridos*. Mexico: Grijalbo.
- Films: Dirs. Pedro Almodovar, Carlos Saura (Spain), Guillermo de Toro (Mexico) among others
- Music: Carlos Gardel (Tango) Mercedes Sosa (Folk) among others

Additional material will be provided by the Department

Teaching Learning Process

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

Culture, civilisation, Intercultural Competence, Spain, Latin America

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2):
Different Text Types

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		
Different Text Types	4	3	1	0	XII passed	Nil

Learning Objectives

- To study in- depth different types of literary and non-literary texts.
- To critically evaluate the form and content of literary and non-literary texts

Learning Outcomes

- Develops skills to do an in-depth study of different text types in order to familiarize oneself with different kinds of writing styles, themes and issues treated in the text.
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.
- Trains learners to understand the context in which the texts were written and the literary/discursive/generic devices that shape them.

Unit 1 (15 hours)

Prose: In-depth study of both form and content of a variety of texts literary texts written in prose form such as shorter and longer Narrative genres, (Eg. short story, conte, fable, chronicle, myth, novella, tales, anecdote, autobiography, biography, novel etc.), play etc.

Unit 2 (15 hours)

Poetry: In-depth study of both form and content of various types of poetic texts, songs, slams etc.

Unit 3 (15 hours)

Intermedial and semi-literary texts: In-depth 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.

References

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

- Merino, José María. (1998). *Cien años de cuentos* (1989-1998) Madrid, Madrid: Alfaguara
- Peinado, Juan Carlos ed. (2002) *Cuentos hispanoamericanos del siglo XX*, Salamanca, Salamanca: Anaya.

Additional texts by representative authors will be provided by the department.

Teaching Learning Process

- Interactive teaching with presentations, discussions and debates.
- The learners are encouraged to collaborate with their peers to complete specific projects, assignments, book reviews assigned to them.
- By using latest tools of Information technology the learners will be expected to explore and investigate about the topics and texts introduced in the class.

Keywords

In-depth study, Prose, poetry, intermedial and semi-literary texts, literary/discursive/ generic devices

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2 (DSE-2): Debating and Presentation Techniques

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		
Debating and Presentation Techniques	4	3	1	0	XII passed	Nil

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

Category III

SEMESTER-IV

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

B.A. Programme with Spanish

**(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-4): Spanish in Context: Intermediate Level – 2

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

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Intermediate Level – 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. III	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 4, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level A2 and partially attain Level B1 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain A2 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B1.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 4

Content	Description
Listening	Listen to and understand texts on various topics like migration, art, technology, diversity, tradition, etc.
Speaking, which includes:	

1.Monologue	Present orally one's views on various topics like migration, art, technology, diversity, tradition, etc.
2.Dialogue	Engage in conversations on various topics like migration, art, technology, diversity, tradition, etc.
Reading	Read and understand texts, emails, blogs on various topics like migration, art, technology, diversity, tradition, etc.
Writing	Guided writing activities. Writing a text, an email, instructions for someone, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like migration, art, technology, diversity, tradition, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Migration and its influence on different cultures. Discussing multiculturalism. A brief overview of some important events in world history. Use of "presente histórico". Use of roman numbers. Learning how to refer to different periods of time using "a principios de, hoy en día, en las 'últimas décadas, etc.". Reading about the different periods in the formation of the Spanish language. Cultures which have had an influence on the Spanish language and on our language. Learning "el pretérito imperfecto". Reading about how certain cities and localities were earlier and how they are now and discussing what has changed and what is the same. Use of "ya no/todavía". "Marcadores temporales del pasado y del presente – de joven, cuando...hoy en día, actualmente." Talking about special memories of one's childhood. Use of "recordar" and "acordarse de algo o alguien". Talking about the different periods of life – childhood, adolescence, youth, etc.	9 hours
Unit 2	Art and its importance. Describing works of art and discussing the messages different art works transmit. Discussing what art means to different students. Discussing the different art forms like painting, sculpture, dance, architecture, etc. Expressing prohibition and permission. Knowing what different signs mean in a museum or an art gallery so as to know what is prohibited and what is permitted. Reading a blog related to literature. "Contraste pretérito indefinido/pretérito imperfecto". Reading the synopsis of novels and stories. Writing a synopsis of a book of one's liking. Completing a poem with the given expressions. Talking about the importance of music in our lives and the different music genres like classical, pop, jazz, etc. Reading a text on how the type of music we like tells us about our personality. Having a discussion on this topic. Use of quantifiers like "casi todo/a, todos/as, ningún, ninguno, etc.". "Pronombres y adverbios interrogativos y exclamativos – qué, quién, cómo, cuánto, etc.".	9 hours

Unit 3	Technology and its importance in our lives. Vocabulary related to technology and inventions. Reading and having a discussion on some inventions which changed our lives. Discussing the role of technology in education. Vocabulary related to computers and informatics. Discussing the pros and cons of using technology in the class. Revision of “el pretérito perfecto, el pretérito indefinido, el pretérito imperfecto”. Using them together. Study of “el imperativo” and using it to give advice and instructions. “Colocación de los pronombres con imperativos.” Using the imperative in advertisements for giving instructions as to how to use a certain product. Making an advertisement for promoting a product. Discussing science fiction movies and the cybernetic technology. Reading and discussing a blog on robots. Imagine the presence of a robot in one’s life and have a discussion on this topic.	9 hours
Unit 4	Talking of diversity. Discussing the differences and similarities amongst different persons. How diversity begins with the physical aspect of a person. “El adjetivo y los modificadores – muy, demasiado, un poco gordo, guapo, etc.” “La descripción física – tiene ojos grandes, lleva barba, etc.”. “los artículos indeterminados y determinados”. “Los sustantivos masculinos y femeninos según sus terminaciones”. Discussing how and when our nationality is an important part of our personality. Reading about and having a discussion on habits and how good habits can improve the quality of our life. Revision of “el presente de indicativo; los verbos reflexivos”. Showing preference using “preferir”, “gustar”, “interesar”. Using “antes de/después de + infinitivo”. Expressing how frequently one does something using “siempre, normalmente, nunca, etc.”. Talking about the different styles of learning and what makes each student learn better. “Cuantificadores – cada, cualquier, todo el, toda la, etc.” Discussing what empathy means. Vocabulary related to the process of learning.	9 hours
Unit 5	Talking about tradition. Discussing customs and traditions. Discussion on vintage clothes, cars, furniture, etc. “Perifrasis verbales con gerundio – estar + gerundio, seguir + gerundio, llevar + gerundio.” “Perifrasis verbales con infinitivo – empezar a/comenzar a + infinitivo, volver a + infinitivo, estar a punto de + infinitivo. Reading and discussing an Instagram post on the topic of vintage fashion. “Expresar duración - desde + tiempo, desde que + verbo, desde hace, hace...que, etc.” Discussion on stereotypes and vocabulary related to the same. “Se sin sujeto agente - se + verbo”. Discussing time management and the important factors involved in it. “Cuantificadores – demasiado, mucho, bastante, poco, algún, ningún, la mayoría, etc.”. “Pronombres posesivos.” Vocabulary related to celebrations, customs and traditions. Discussing customs and celebrations of one’s country and of Spanish speaking countries.	9 hours

References:

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

- Alonso Encina, et al. (2021). *Nuevo Diverso Básico A1-A2*. Madrid: SGEL.
 - Alonso Encina, et al. (2021) *Nuevo diverso ESPAÑOL B*. Madrid:SGEL.
 - Corpas J., et al. (2017). *Aula Internacional 2*. Barcelona: Editorial Difusión
 - Campo C., et al. (2017). *Protagonistas A2*. Madrid: SM Español para extranjeros.
 - Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
 - Martínez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Additional material can be also used.

SEMESTER-V
GERMANIC AND ROMANCE STUDIES (SPANISH)
(B.A. Honours in Spanish in four years)

DISCIPLINE SPECIFIC CORE COURSES

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		
DSC-13 (4) Language in context: Advanced Reading and Writing skills (1)	4	3	2		XII passed	Nil

Learning Objectives

Enable student to

- read complex texts and answer questions on them;
- be able to write complex texts, about subjects pertaining to his/her immediate environment;
- attain Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of reading and writing skills in the concerned language.
- Reading complex texts and answering questions on them.
- Equip students to write about subjects pertaining to his/her immediate environment.

Content:

Reading: Read and understand standard documents, texts, emails containing personal information, cultural aspect of the language, gastronomy, free time activities, movie review, writing a biography, talk about experiences, give suggestions etc.

Writing: Guided writing activities. Making suggestions to improve Spanish, writing on a movie/ biography, email describing what did you do, writing about past activities, food choices, and writing recipes, writing on free time, write formal letters, anecdotes, activities related to write about personal experiences etc.

Morphosyntax and Vocabulary: advance grammatical structures and vocabulary used to write past experiences, travelling vocabulary, vocabulary related to social interaction, habits and cultural life of people in the past, their houses, means of entertainments, life of famous people, vocabulary related to preferences and choices etc.

Intercultural and cocultural: Introduction to Hispanic movies, visit to historical places, write a report, social contacts, make surveys, hispanic authors and reporting an event, virtual tour of hispanic places to visit etc.

SYLLABUS OF DSC-13

UNIT – I

(8 hours)

Read a text related to experiences and happenings of the past.
Write about your present habits and relate them to the past experiences.
Share your ideas on how to begin and continue to do an activity.
Write a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Read a text based on future plans and actions.
Write on how your life will be after some years.
Write about your plans for the future.
Write a few lines in the future tense on the pictures.
Write on the possibilities in the future in certain conditions.

UNIT – III

(7 hours)

Read a text comprising of impersonal sentences, habits, manners, DO's and DON'Ts, etc.
Write on what are things or manners prohibited in your house.
Write about the habits of your family members and relate it to social habits.
Write about social habits in public places, what is prohibited and what is permitted.
Understand the use of using *SE* Impersonal
Write a few sentences using *SE* impersonal in your library.

UNIT – IV

(8 hours)

Read a text consisting of telling a tale, experience, recalling experiences, etc.
Write a note on a story/news recently read.
Write a narrative of a movie shown /novel read in the class.
Convert a dialogue in the narrative form.

UNIT –V

(7 hours)

Read a text based on description of pictures
Write your suggestions on the topic discussed.
Write on a series of pictures.

UNIT VI

(8 hours)

Read a text comprising of formal and informal correspondence.
Write a formal letter to the authority about the problem that people of your locality are facing.
Write an open letter to the municipality of your area regarding some problem and suggesting remedies.

Essential/recommended readings**Essential/recommended readings/Suggestive readings**

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambroner Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

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

DISCIPLINE SPECIFIC CORE COURSE – 14

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		
DSC-14 (4) Language in context: Advanced Listening and Speaking skills (1)	4	3	1		XII passed	Nil

Learning Objectives

Learning Objectives

Enable student to

- read simple texts and answer questions on them;
- be able to express on different topics, about subjects pertaining to his/her immediate environment;
- attain complete Level B 1 of the Common European Framework (CEF).

Learning Outcomes

- Enable students to fully attain B 1 Level of listening and speaking skills in the concerned language.
- Express ideas on audios listened and answering questions on them.
- Equip students to speak about subjects pertaining to his/her immediate environment.

SYLLABUS OF DSC- 14

UNIT – I

(8 hours)

Listen to audio/video activity related to the topic.

Talk about your present habits and relate them to the past experiences.

Share your ideas on how to begin and continue to do an activity.

Watch a short movie related to the topic.

Present a note on your achievements and happenings in the life.

UNIT – II

(7 hours)

Listen to audio/video based on future plans and actions.

Talk about how your life will be after some years.
Discuss among classmates about plans for the future.
Speak on the possibilities in the future in certain conditions.

UNIT – III (8 hours)

Listen to audio/video activity comprising of impersonal sentences, habits, manners, DO's and DON'Ts.
Talk about the bad habits prohibited in your house.
Express the good habits of your family members.
Exchange your views on social habits in public/public places.
Understand the use of using *SE* Impersonal
Speak some habits that one should follow (using *SE* impersonal) in your University library.

UNIT – IV (7 hours)

Listen to audio/video activity consisting of telling a tale, experience, recalling experiences, etc.
Talk about a story/news recently read.
Read a text related to the topic.
Write a narrative of a movie /novel shown or read in the class.
Convert a dialogue in the narrative form.

UNIT –V (7 hours)

Listen to audio/video activity based on description of pictures, interpretation of various video clips.
Express your suggestions on the topic discussed.
Talk on a series of pictures.

UNIT VI (8 hours)

Listen to audio/video comprising of formal and informal interactions in different contexts.
Talk about the problems that people of your locality are facing and discuss points to put in the complaining letter.
Present an open letter regarding some problem and suggesting remedies in the class.

Essential/recommended readings

Essential/recommended readings/Suggestive readings

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

1. Alondo, Elcina. Corpas, Jaime. (2018). Diverso B 1 Libro de alumno. Madrid, Madrid: SGEL.
2. Alvarez Martinez, María Angeles. Canales, Ana Blanco. et al. (2017). Sueña 3 Libro de alumno. Salamanca. Salamanca: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
4. Maria Buendia Cambronero Raquel Ezquerra Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martí Peris, E., Sans, N. (2016). Gente 2 Libro del alumno. Barcelona: Editorial Difusión.

Additional material may be provided by the Department. 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.

Suggestive readings

DISCIPLINE SPECIFIC CORE COURSE – 15:

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		
DSC-15 (4) History of Hispanic Literature (1)		3	1		XII Passed	Nil

Learning Objectives

Learning Objectives

- To introduce the learner to different cultural and intellectual movements in Spanish and Latin American Literature from its origins to the 18th century.
- To read both Spanish and Latin American literary texts representing major cultural and intellectual movements from the beginning to the 18th century.

Learning Outcomes

- Familiarize students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the origins to the eighteenth century.
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1

Develop an understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, etc.

Unit 2

Understanding and analysing major literary movements such as Baroque and Neoclassicism

Unit 3

Major cultural and intellectual movements from the origins to the eighteenth century

References

Selection of literary texts to be provided by the Department

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

Additional material will be provided by the Department.

Teaching Learning Process

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

Keywords

Literary, cultural and intellectual movements, Medieval period till French Enlightenment

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3 (4):
Introduction to Translation

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 (11 hours)

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

Unit 2(11 hours)

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

Unit 3 (11 hours)

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 (12 hours)

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

References

- Baker, Mona. (2011). *In Other Words. A Course Book in Translation*. London, New York: Routledge.
- Bassnett McGuire, Susan. (1980, 2013). *Translation Studies*. London, NY: Routledge.

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):
Techniques of Written Expression.

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

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

Unit 1 (12 hours)

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

Unit 2 (11 hours)

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

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (11 hours)

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

References

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

Additional materials will be provided by the department

Teaching Learning Process

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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):**Study of European Art.****Credit distribution, Eligibility and Pre-requisites of the Course**

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

Learning Objectives

- To introduce students to the various major Art Movements in Europe from the renaissance to the Contemporary Period
- To study artworks of painters representative of the major Art Movements in Europe

Learning Outcomes

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

Unit 1 (15 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2 (15 hours)

Understanding of structures and Perspectives of Everyday life as seen by painters.

Unit 3 (15 hours)

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

References

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

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

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

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

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

Additional material will be provided by the Department

Additional Resources

- Bettelheim, Bruno. (1975). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage.
- Cervera, Juan. (1991). *Teoría de la literatura infantil*. Bilbao: Mensajero.
- Garalón, Ana. (2001). *Historia Portátil de la Literatura infantil*. Madrid: Anaya.
- Lage Fernández, Juan José. (2010). *Diccionario histórico de autores de la literatura infantil y juvenil contemporánea*. Granada: Editorial Octaedro Andalucía.
- Nodelman, Perry. (2008). *The Hidden Adult: Defining Children's Literature*. Baltimore: John Hopkins University Press.
- Propp, Vladimir. (1988). *Morphology of the Folk Tale*, Austin: University of Texas Press.
- Velia, Bosch. (2000). *Clásicos de la literatura infantil-juvenil de América Latina y el Caribe*, Caracas: Biblioteca Ayacucho.

Teaching Learning Process

- Interactive teaching with lectures, presentations, discussions and debates with the help of audio-visual teaching aids.

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

Keywords

Literature for young children and adolescents, transmitting values

DISCIPLINE SPECIFIC ELECTIVE COURSE – 3 (DSE-3):

Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

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

Life Writing: Autobiography/Biography/Travelogue

Learning Objectives

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

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

Reading, writing and analysing Diaries and Letters

Unit 3 (15 hours)

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

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.

- Burgos-Debray, Elizabeth. (1983). *Me llamo Rigoberta Menchu y así me nació la conciencia*. México: Siglo XXI.
- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
- Neruda, Pablo. (1974). *Confieso que he vivido*. Barcelona: Seix Barral.
- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Tacca, Oscar. (1975). *Las voces de la novela*. Madrid: Gredos.

Teaching Learning Process

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

Keywords

Biography, Autobiography, Memoir, Diary

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

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

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

SEMESTER-V

B.A. Programme with Spanish

**(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or
Minor discipline)**

DISCIPLINE SPECIFIC CORE COURSE (DSC-5): Spanish in Context: Advanced Level – 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		
Spanish in Context: Advanced Level - 1	4	3	1	Nil	Pass in B.A. (Prog.) Sem. IV	none

Learning Objectives

The Learning Objectives of this course are as follows:

At the end of Semester 5, a student will be able to:

- Read texts on various topics and answer questions on them.
- Write texts on a range of familiar subjects.
- Complete Level B1 and partially attain Level B2 of the Common European Framework (CEF).

Learning Outcomes

The Learning Outcomes of this course are as follows:

- Enable students to attain B1 Level of listening, speaking, reading and writing skills in the concerned language and partially attain Level B2.
- Reading texts and answering questions on them.
- Equip students to write texts on a range of familiar subjects.

SYLLABUS OF DSC – 5

Content	Description
Listening	Listen to and understand texts on various topics like change, co-existence, sources of information, well-being, science, etc.
Speaking, which includes:	

1.Monologue	Present orally one's views on various topics like change, co-existence, sources of information, well-being, science, etc.
2.Dialogue	Engage in conversations on various topics like change, co-existence, sources of information, well-being, science, etc.
Reading	Read and understand texts, emails, blogs on various topics like change, co-existence, sources of information, well-being, science, etc.
Writing	Guided writing activities. Writing a text, a biography, a blog, an article, an email, instructions for someone, etc.
Morphosyntax & Vocabulary	Grammatical structures and vocabulary used to talk and write on various topics like change, co-existence, sources of information, well-being, science, etc.
Intercultural and co-cultural	Introduction to Spanish-speaking regions/countries, celebrities from Spanish speaking countries, fashion, cinema, comic strips, etc.

Unit	Content	Duration
Unit 1	Talking of change in various spheres – in the education field, in the workplace, etc. Discussing social and economic changes in our country over the last few years. Reading and answering questions on the recent changes in the workplace in Europe. Vocabulary related to work and society. Revision of “pretérito perfecto, pretérito imperfecto, pretérito indefinido.” Reading and discussing about the changes which come about in a person after joining a job. Each student to tell how he or she has changed in the last year. Using the following expressions when talking of change – “volverse, hacerse, engordar/adelgazar, transformar, crecer, etc.”. Talking to one's grandparents to know how the school was in their time. Defining and discussing resilience. Vocabulary related to different attitudes. Discussing how the situation of the women has changed over the last 100 years. Talking about some achievements of women. Discussing how the situation of women is different in different countries. Reading about some young persons who have brought changes in the world. Writing a biography about a person who has done something important to bring change in the world.	9 hours
Unit 2	Talking of co-existence. Discussing what co-existing in a new culture involves and reasons why people leave their country of origin and the positive and negative experiences they have or have had. “El pretérito pluscuamperfecto”. Revision of past tenses. Important factors in translation and interpretation. Talking about the conflicts which are generated between family members when living together in the same house. Discussing the norms which should be followed to co-exist together harmoniously at home and in class. “Causa y consecuencia – conectores: como, porque, es que, por eso, así que, etc.”. “La exclamación”. “Interjecciones”. Discussing various aspects related to immigration. Reading a portion of a book about the Spanish people who went to Latin American countries during the civil war in Spain.	9 hours

	<p>Answering questions on the same. Translating part of a poem. Reading a text on Latin American people who live in Spain. “Expresar aprobación y desaprobación – me parece bien/mal, etc.” “Conectores para relatar – cuando, entonces, al final, pero, de repente, etc.”. “Contraste de pasados – pretérito imperfecto, pretérito indefinido, pretérito perfecto y pretérito pluscuamperfecto”.</p>	
Unit 3	<p>Talking about the different sources of information. Discussing the importance of publicity and the social networks in our life. Discussing as to which source of information we give more importance to in our daily lives. Vocabulary related to publicity. Discussing what the purpose of publicity is and imagining life without it. Advertisements as an important source of communication and publicity. Slogans of different advertisements. “El imperativo afirmativo y negativo.” Use of imperative in advertisements. Comparing advertisements and seeing which each student likes the best. Factors involved in research work. Discussing how we are trapped in the digital world – how much time we spend on the mobile, on the internet. etc. Use of social networks for spreading government and other campaigns. “Los pronombres de objeto directo (OD) e indirecto (OI). Identifying the direct and indirect object pronouns in different campaigns. Writing a blog on your view about a video that has gone viral. Discussing how a person can be known by seeing who he or she follows on Twitter.</p>	9 hours
Unit 4	<p>Talking about one’s well-being and the factors involved in maintaining one’s well-being. Discussing the well-being of the country – its economy, education, social services, etc. Participating in a conference – “Dar una conferencia – saludo...presentación...conclusión, etc.”. “El presente de subjuntivo”. “Es Bueno/malo/mejor/necesario/importante/recomendable que + presente de subjuntivo.” “Te aconsejo/recomiendo/sugiero que + presente de subjuntivo.” Discussing what stress is and who suffers the most from it – the youth or the adults. Vocabulary related to the different states of mind. Discussing what situations of life lead to more stress. Reading about students who are facing problems related to stress and giving each one some advice. “Verbos irregulares en presente de subjuntivo”. Discussing the activities one does during free time. Reading a blog on the benefits of doing exercises and having a discussion on this topic. Writing an article on mental or physical health. “Adjetivos con ser y estar – es inteligente, estoy preocupado, etc.”</p>	9 hours
Unit 5	<p>Talking about science and its role in society. Discussing sustainability science of the planet. Vocabulary related to sustainability. “El futuro simple – verbos regulares e irregulares”. “Futuro+si+presente”, “si+presente+futuro”. Write about what each one does to protect the environment where one lives. Each student to write about his/her future as a student and what profession each one wants to take up in</p>	9 hours

	<p>the future. Vocabulary related to the different professions. Read a blog on what it means to be scientific. Vocabulary related to the role of a scientist. “Cuando + presente de subjuntivo”. “Construcciones para expresar probabilidad – a lo mejor+indicativo.” “Posiblemente, seguramente, probablemente, quizás/tal vez+ indicativo/subjuntivo.” “Expresar hipótesis.” Each student to imagine and write about how his life will be after 15 years. Importance of science in one’s daily life. Discussion on the positive and negative aspects of science. Reading about certain projects devised by adolescents. “Extranjerismos innecesarios y necesarios”.</p>	
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References:

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

- Alonso Encina, et al. (2021). *Nuevo Diverso ESPAÑOL B*. Madrid: SGEL.
- Campo C., et al. (2017). *Protagonistas B1*. Madrid: SM Español para extranjeros.
- Sanchez, Lobato, et al. (2014). *Español sin fronteras 2*. Madrid: SGEL.
- Corpas J., et al. (2017). *Aula Internacional 3*. Barcelona: Editorial Difusión
- Baulenas Neus Sans, et al. (2017). *Bitacora 2*. Barcelona: Editorial Difusión.
- Martinez María Angeles Alvarez, et al. (2017). *Sueña 2*. Madrid: Grupo Anaya.
- Bautista, Coto, et al. (2011). *Tema a Tema B1*. Madrid: Editorial Edelsa.

Additional material can be also used.

SPANISH

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

STRUCTURE OF SIXTH SEMESTER

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

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

Learning Objectives

- To read and understand a number of specialized texts dealing with the same subject. Related or not related to the learner's field of interest.
- To summarize the main points of the read texts in writing in one's own words
- To present a written synthesis of the texts read in a structured manner.
- To write texts on a wide range of topics whether they are related or not to the learner's field of interest
- To attain partially Level B2 of the CEF.

Learning Outcomes

- Enable learners to partially attain B2 Level of reading and writing skills in the concerned language.
- Develop required skill to understand specialized articles within and outside his/her field with the help of dictionary.
- Develop required skills to prepare specialized written documents/reports/term papers for academic and professional needs.

Unit 1

(12 hours)

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

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

Unit 2 (11 hours)

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

Unit 3 (11 hours)

Lexical, Morphosyntactic and Phonological Competences:

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

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

Developing clear, natural, pronunciation and intonation in Spanish

Unit 4 (11 hours)

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

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

References

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

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

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

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

- To listen to and understand long texts on a wide range of topics whether related to or not related to the learner's field of interest.
- To discuss with little or no preparation a wide variety of topics related or not related to the learner's field of interest.
- To debate in depth on a wide range of issues related or not related to the learner's field of interest.

Learning Outcomes

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

Unit 1

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

(12 hours)

Unit 2

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

Unit 3

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

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

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

Unit 4

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

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

References

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

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

Additional material will be provided by the Department

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

- Familiarize students with literary texts written in Spanish with focus on the major cultural and intellectual movements from the XIX Century till the Contemporary Period
- Develop skills to identify and analyse how various genres such as poetry, plays, shorter and longer narrative texts, autobiography etc. evolved through various historical periods.

Unit 1 (15 hours)

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

Unit 2 (15 hours)

Debate on civilization and barbarism in Latin America

Unit 3 (15 hours)

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

References

Selection of literary texts to be provided by the Department

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

Pool of DSE

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSE-4

UNIT – I

(9 hours)

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

UNIT – II

(9 hours)

Identifying and evaluating different kinds of sources like primary vs secondary vs tertiary sources, as well as journal articles, books, dissertations etc.

Identifying and choosing relevant and reliable sources for research, as well as basic knowledge on different websites, portals and journals for accessing said sources.

Constructing an annotated Bibliography.

Familiarizing students with the different kinds of research: quantitative research (eg. different literary and cultural theories in case of research in literature).

UNIT – III

(9 hours)

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

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

UNIT – IV

(9 hours)

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

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

UNIT – V

(9 hours)

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

Familiarizing with the ethics of research and plagiarism.

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

Practical component (if any) - NIL

Essential/recommended readings

Suggestive readings

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

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

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

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

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

Unit 3 (15 hours)

Ludic function of language: Teaching through games.

References

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

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

Learning Outcomes

- Enable students to do Scientific and Technical translation, and translation of sacred texts.
- Help students to make word glossaries in above fields.
- Enable students to read parallel literature on texts chosen for translation.
- Sensitize student towards Machine translation and its limitations
- Develop awareness about Ethics and accountability in translation.

Unit 1 **(12 hours)**

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

Unit 2 **(11 hours)**

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

Unit 3 **(11 hours)**

Machine translation and its limitations
Ethics and accountability in translation.

Unit 4 **(11 hours)**

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

References

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

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

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

Credit distribution, Eligibility and Pre-requisites of the Course

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

Learning Objectives

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

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

Learning Outcomes

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

Unit 1 (11 hours)

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

Unit 2 (11 hours)

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

Unit 3 (11 hours)

Idioms and Proverbs with their historical origin.

Unit 4 (12 hours)

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

References

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

Additional materials will be provided by the department

Teaching Learning Process

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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4):**Study of European Art.****Credit distribution, Eligibility and Pre-requisites of the Course**

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

Learning Objectives

- To introduce students to the various major Art Movements in Europe from the Renaissance to the Contemporary Period
- To study artworks of painters representative of the major Art Movements in Europe

Learning Outcomes

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

Unit 1 (15 hours)

Introduction to the Civilization of Europe in the Renaissance. (Paintings on 'Europa'; Durer, (1495) Titian (1559) The Rape of Europa Sebastian (1588) Queen Europa. Maps of Europe. The idea of Europe. Structures and Perspectives of Everyday life as seen by painters.

Unit 2 (15 hours)

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

Unit 3 (15 hours)

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

References

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

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

Additional material will be provided by the Department

Teaching Learning Process

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

Keywords

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): Children and Adolescent Literature.

Credit distribution, Eligibility and Pre-requisites of the Course

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

Children and Adolescent Literature

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

Learning Objectives

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

- To read and understand Children and adolescent literature texts.

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

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

Unit 3 (15 hours)

Children's literature and transmission of values

References

Selection to be made from the following texts:

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

Additional material will be provided by the Department

Additional Resources

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

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

Teaching Learning Process

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

Keywords

Literature for young children and adolescents, transmitting values

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

Life Writing.

Credit distribution, Eligibility and Pre-requisites of the Course

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

Life Writing

Learning Objectives

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

Learning Outcomes

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

Unit 1 (15 hours)

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

Unit 2 (15 hours)

Reading, writing and analysing diaries and letters

Unit 3 (15 hours)

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

References

Extracts from

- Anónimo. (1554, 2013). *Lazarillo de Tormes*. Madrid: Gredos.
- Atxaga, Bernardo. (1991). *Memorias de una vaca* Madrid: Ediciones SM.
- Burgos-Debray, Elizabeth. (1983). *Me llamo Rigoberta Menchu y así me nació la conciencia*. México: Siglo XXI.
- Calderón de la Barca, Fanny. (1843, 1977). *La vida en México*. México: Biblioteca Porrúa
- Cela, Camilo J. (1942, 1946). *La familia de Pascual Duarte*. Barcelona: Ediciones del Zodiaco.
- Guevara, Che. (1993). *Notas del viaje por América Latina (Diarios de motocicleta)* Madrid: Planeta.
- Jamis, Rauda. (1988). *Biografía de Frida Kahlo*. Barcelona: Circe ediciones.
- Mendoza, Eduardo. (1991). *Sin noticias de Gurb* Barcelona: Seix Barral.
- Neruda, Pablo. (1974). *Confieso que he vivido*. Barcelona: Seix Barral.
- Roca, Paco. (2011). *Memorias de un hombre en pijamas*. Bilbao: Astiberri
- Rosencof, Mauricio. (2002). *Las cartas que no llegaron*. Montevideo: Ediciones Santillana.
- Sender, Ramón J. (1962). *La tesis de Nancy*, Barcelona: Ed. Casals

Additional materials will be provided by the department

Additional Resources

- Alberca, Manuel. (2007) *El pacto ambiguo: de la autobiografía a la autoficción*, Madrid: Biblioteca Nueva.
- De Botton, Alain. (2004). *The Art of Travel*, New York: Vintage.
- Derrida, Jacques. (1985). *The Ear of the Other Otobiography, Transference, Translation* Lincoln: University of Nebraska Press.
- Geertz, Clifford. (1973). *The Interpretation of Cultures*. New York: Basic Books.
- Geertz, Clifford. (1983). *Local Knowledge*. New York: Basic Books.
- Geertz, Clifford. (1989). *Works and Lives: The Anthropologist as Author*. Stanford: Stanford University Press.
- Tacca, Oscar. (1975). *Las voces de la novela* Madrid: Gredos.

Teaching Learning Process

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

Keywords

Biography, Autobiography, Memoir, Diary

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

Category III

B.A. Programme with Spanish as Non-Major

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish in Context: Advanced Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

Learning Objectives

The Learning Objectives of this course are as follows:

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

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

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC – 6

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

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

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

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

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

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

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

Additional material can be also used.

Department of Germanic & Romance Studies

Category III

SEMESTER - VI

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

B.A. Programme with Spanish

(For e.g. courses for B.A. Programmes with _____ (discipline's name) as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE (DSC-6): Spanish in Context: Advanced Level – 2

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Spanish in Context: Advanced Level - 2	4	3	1	Nil	Pass in B.A. (Prog.) Sem. V	none

Learning Objectives

The Learning Objectives of this course are as follows:

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

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

Learning Outcomes

The Learning Outcomes of this course are as follows:

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

SYLLABUS OF DSC – 6

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

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

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

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

	<p>same – “si hubiera aprendido español , habría ido a España.” Read and discuss the text “Bebés y trabajo” (Babies and work) dealing with issues of working mothers, father’s role, etc. “Expresar anterioridad en el futuro – cuando/antes de que + subjuntivo, futuro compuesto – “cuando nazca el bebé, ya habremos comprado todo lo necesario”. Talk about all the things each student will have done before the end of the day, the week and the year.</p>	
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References:

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

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

Additional material can be also used.