

## DSC SEM 5\_

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

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

### Learning Objectives

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 rappertouring 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/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 Cambronero Raquel Ezquerro Martinez (2017) Protagonistas B1- Libro de alumno, Madrid, Madrid: Ediciones SM.
5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
6. Martís 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

<b>Total No. Credits</b>	<b>Distribution of total credits</b>			<b>No. of Hours of Lectures</b>	<b>No. of Hours of Tutorial s</b>	<b>No. of Hours of Practical</b>	<b>Total Hours of Teachin g</b>
	<b>Lecture (Credits)</b>	<b>Tutorial (Credits)</b>	<b>Practical (Credits)</b>				
4	3	1	0	45	15	0	60

### **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: Grupo Anaya.
3. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2017). Bítacora 3 Libro de alumno. Barcelona, Barcelona: Editorial Difusión.
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5. Sanz, N. (2017). Aula Internacional 3. Barcelona. Barcelona: Editorial Difusión
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**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

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

### Learning Objectives

#### 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.
- 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, Medieval period till French Enlightenment*