

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.
- Garmendia, Agusin. (2017) *Aula International 4*, Barcelona: Editorial Difusion.
- Garmendia, 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 pequeno 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	Credits	Credit distribution of the course	Eligibility	Pre-requisite of
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& Code		Lecture	Tutorial	Practical/ Practice	criteria	the course (if any)
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
- Garmendia 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.
- Deyermont, 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

