

BA (H) ITALIAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

(B.A. Honours in Italian in three years)

STRUCTURE OF FOURTH SEMESTER

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

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
IV	DSC – 10 DSC – 11 DSC – 12	Choose one from a pool of courses DSE-1 (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

3 Discipline Specific Cores (DSCs) - 3 courses of 4 credits = 12 credits (offered by the parent Department i.e. Department of Germanic and Romance Studies)

1 Discipline Specific Electives (DSE) – One DSE course of 4 credits (offered by the parent Department i.e. Department of Germanic and Romance Studies)

0 Generic Elective (GE) – No GE course in Semester IV offered by the Department

1 Ability Enhancement Course (AEC) – 1 course of 2 credits = 2 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 2 credits = 2 credits (one course to be chosen from the common pool of SEC courses offered by any Department/College)

1 Value Addition Course (VAC) - 1 course of 2 credits = 2 credits (one course to be chosen from the common pool of VAC courses offered by any Department/College)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

DISCIPLINE SPECIFIC CORE COURSE - 10 (DSC-10)

Language in Context: Intermediate Reading and Writing Skills (2)

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 (2)	4	3	1	0	Passed XII Class	Should have studied “Language in Context: Intermediate Reading and Writing Skills (1)”

Total No. of 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

DSC-10

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

Learning Objectives:

Enable student to

- To read and understand longer texts related to socio-cultural issues.
- To answer questions in one's own words on texts related to socio-cultural issues.
- To write detailed descriptions.
- To attain A2 level of the CEF.

Learning Outcomes:

- Enables learner to attain A2 Level of reading and writing skills in the concerned language
- Equip learners to read longer texts on socio-cultural issues in order to extract key information and conclusions of the text.
- Gives training to write straightforward connected texts on a range of familiar subjects within one's field of interest.

Syllabus:

UNIT I	9 Hours
Reading	
<ul style="list-style-type: none"> • Reading 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, identifying the main conclusions in clearly signalled argumentative texts, • Understanding clearly written, straightforward instructions for a piece of equipment. • Reading, analysing, and summarizing texts/articles on different social issues or current affairs. 	
UNIT II	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing detailed descriptions on a range of familiar subjects within one's field of interest. • Writing accounts of experiences. • Describing feelings and reactions in simple connected text • Writing a description of an event, a recent trip - real or imagined • Describing and comparing education systems. 	
UNIT III	9 Hours
Writing	
<ul style="list-style-type: none"> • Writing an open letter to the authorities. • Writing a petition. • Describing and analysing cultural representations. • Writing a short story. • Writing blogs. • Writing short, simple essays on topics of interest. etc. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> • Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. • Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. • Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	

<ul style="list-style-type: none"> • Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. • Awareness of the salient politeness conventions and acting and responding appropriately. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p>	
<ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Milano: Bruno Mondadori. • De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. • Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). <i>Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1</i>, Perugia: Guerra Edizioni. • Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). Domani 3. Firenze: Alma Edizioni. • Marin, Telis. (2008). <i>Nuovo Progetto Italiano 3</i>. Roma: Edilingua. • Mattedi, Cristina. (2012). <i>Voci di autori italiani: Interviste e brani scelti</i>. Perugia: Guerra Edizioni. 	
<p>Additional material may be provided by the Department.</p> <p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	

DISCIPLINE SPECIFIC CORE COURSE – 11 (DSC-11)
Language in Context: Intermediate Listening and Speaking 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: Intermediate Listening and Speaking Skills (2)	4	3	1	0	Passed XII Class	Should have studied “Language in Context: Intermediate Listening and Speaking Skills (1)”

Total No. of 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

DSC-11 Language in Context: Intermediate Listening and Speaking Skills (2)	
Learning Objectives:	
Enable student to	
<ul style="list-style-type: none"> • To listen and to understand radio and TV programs. • To answer questions on programmes recorded across various audio-visual media. • To express one's opinion and give one's point of view in a structured manner. • To attain Level A2 of CEF 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Enable learners to attain A2 Level of listening and speaking skills in the concerned language • Equip learners to follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly • Provide learners with basic debating and presentation skills 	
Syllabus:	
UNIT I	9 Hours
Listening	

<ul style="list-style-type: none"> Understanding main points presented in a talk/lecture/radio commentary/TV program on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear. Understanding films in which visuals and action carry much of the story line, and which are delivered clearly in straightforward language. 	
UNIT II	9 Hours
Speaking	
<ul style="list-style-type: none"> Giving detailed accounts of experiences, feelings and reactions. Relating details of unpredictable occurrences, e.g., an accident. Relating the plot of a book or film and describing his/her reactions. Describing dreams, hopes, ambitions, events, real or imagined. Preparing, conducting, and presenting results of opinion polls on various social issues. Preparing and presenting skits. 	
UNIT III	9 Hours
Speaking	
<ul style="list-style-type: none"> Debating and/or making oral presentations on various social issues. Narrating one's experiences of foreign language learning. Explaining why something is a problem. Making brief comments on the views of others. Comparing and contrasting alternatives. Discussing what to do, where to go, who or what to choose. 	
UNIT IV	9 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> Developing a repertoire of sufficient vocabulary to express him/herself on most topics of personal/professional/ interests and familiar topics related to culture and civilization. Grammatical structures required to describe events, feelings, impressions, opinions in past, present, and future in a more coherent and sequenced manner, more detailed knowledge and usage of connectors, developed sense of various moods, tenses and voices etc. Developing sufficient understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and read more independently predicting pronunciation of unknown words. 	
UNIT V	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Awareness of the most significant differences between the customs, usages, attitudes, values, and beliefs prevalent in the community concerned and those of his or her own in order to perform and respond to a wide range of social functions selecting the appropriate register. Awareness of the salient politeness conventions and acting and responding appropriately. 	

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

- Antonelli, G. (2007). *L'italiano nella società della comunicazione*. Bologna: Mulino.
- De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). *Nuovo Magari*. Firenze: Alma Edizioni.
- Frattegiani, M. Teresa. Gigliarelli, Valentina. (2011). *Vivere in Italia: Corso di lingua italiana per studenti stranieri di livello B1*. Perugia: Guerra Edizioni.
- Mattedi, Cristina. (2012). *Voci di autori italiani: Interviste e brani scelti*. Perugia: Guerra Edizioni. • Merin, Telis. (2008). *Nuovo Progetto Italiano 3*. Roma: Edilingua.

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 (DSC-12)
Engaging with Literary Texts (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		
Engaging with Literary Texts (2)	4	3	1	0	Passed XII Class	Should have studied, “Engaging with Literary Texts (1)”

Total No. of 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

DSC-12
Engaging with Literary Texts (2)

Learning Objectives:

At the end of Semester 4, a student will

- be able to read and understand intermediate level texts (literary/semi-literary/audio-visual/advertisements etc.) adapted for the students of A2 Level, and answer questions on them;
- be able to analyse, express their underlying meaning and answer questions based on them;
- enables learner to attain A2 Level of the Common European Framework (CEF).
- Partially able to evaluate the form and content of literary and non-literary texts.

Learning Outcomes:

The Learning Outcomes of this course are as follows:

- Enable students to attain A2 Level of reading, understanding, analysing and writing skills in the concerned language.
- Reading and understanding intermediate level texts and answering questions on them.
- Equip students to analyse, express their underlying meaning and answer questions based on them;
- Enables learners to develop relevant analytical skills to critically evaluate the form and content of these texts.

Syllabus:

UNIT I	12 Hours
Literary Texts (Prose)	

A selection will be made from the following list: 4-5 texts will be introduced and analysed in the class.	
UNIT II	9 Hours
Literary Texts (Poetry)	
A selection will be made from the following list: 4-5 texts will be introduced and analysed in the class.	
UNIT III	9 Hours
Intermediate and Semi-literary Texts	
A selection will be made from the following list: 4-5 texts will be introduced and analysed in the class.	
UNIT IV	9 Hours
Audio / Visual Texts – Films / Video Clips	
A selection will be made from the following list: 4-5 texts will be introduced and analysed in the class.	
UNIT V	6 Hours
Advertisements – Print / Electronic	
A selection will be made from the following list: Various ads from newspapers, social media, YouTube etc.	
Practical component (if any) – NIL	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> • Corno, Dario. (2002). <i>Scrivere e comunicare</i>. Bruno Mondadori, Milano. • Guastella, Carlo. (2002). <i>Giocare con la letteratura</i>. Firenze: Alma Edizioni. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la poesia Italiana: analisi di testi esemplari</i>. Roma, Carocci editore. • Menzel, Rosangela Verri. (1989). <i>La bottega dell'italiano: antologia di scrittori italiani del Novecento</i>. Roma: Bonacci Editore. • Pichiassi, Mauro. Zagnanelli, Giovanna. (2003). <i>Contesti italiani</i>, Perugia: Guerra Edizioni. • Roberts, Nick (ed.). (1999). New Penguin Parallel Text: <i>Short stories in Italian</i>. Penguin Books. 	
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.	