

BA (H) ITALIAN

COURSES OFFERED BY DEPARTMENT OF GERMANIC AND ROMANCE STUDIES

Category I

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

STRUCTURE OF FIFTH 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
V	DSC –13 DSC –14 DSC –15	Choose one from a pool of courses DSE-1 (4)	Choose one from a pool of courses GE-5 (4)	-	Choose one from a pool of SEC courses (2)	-	-	22 credits

3 Discipline Specific Cores (DSC) - 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 V 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)

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)

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE

DISCIPLINE SPECIFIC CORE COURSE - 13 (DSC-13)

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

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 (1)	4	3	1	0	Passed XII Class	Nil

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-13**Language in Context: Advanced Reading and Writing Skills (1)****Learning Objectives:**

Enable student to

- To read and understand argumentative texts related to contemporary issues.
- To identify and summarize the main arguments in texts related to contemporary issues in one's own words.
- To write a text on contemporary issues presenting and defending one's point of view.
- To partially attain level B1 of the CEF.

Learning Outcomes:

- Enable learners to partially attain B1 Level of reading and writing skills in the concerned language.
- Develop skills to read and identify the content of news items, articles, and reports on a wide range of cultural, social, academic, professional topics, deciding whether closer study is worthwhile.
- Train learners to formulate structured and coherent texts (formal/informal) on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples

Syllabus:

UNIT I	12 Hours
Reading	
<ul style="list-style-type: none"> • Understanding and summarizing the main ideas of complex texts, on both concrete and abstract topics, including technical discussions in his/her field of specialization, articles and reports concerned with contemporary problems in which the writers adopt positions or viewpoints. 	
UNIT II	12 Hours
Writing	
<ul style="list-style-type: none"> • Writing formal and informal letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views. • Writing argumentative texts on a wide range of topics by expanding and supporting his/her main points with relevant supporting details and examples. • Conducting surveys and preparing questionnaires using Internet resources. • Preparing bibliographies/reading indexes/formatting projects/composing. 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	

<ul style="list-style-type: none"> Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts. Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication. 	
UNIT IV Co-cultural and Inter-cultural Competence	9 Hours
<ul style="list-style-type: none"> Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, Formulations and reformulations depending on the communicative contexts. Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities. 	
<p>Learning / Teaching Material: Any of the textbooks given below may be prescribed:</p> <ul style="list-style-type: none"> Corno, Dario. (2012). <i>Scrivere e comunicare. La scrittura in lingua italiana in teoria e in pratica</i>. Milano: Mondadori. Cotugno, A. Malagnini, F. (ed.). (2013). <i>Manuale di scrittura e comunicazione</i>. Bologna: Zanichelli. Degl'Innocenti, Elisabetta. (2002). <i>Il manuale della scrittura</i>. Torino: Paravia. Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). <i>Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2-B2+</i>. Perugia: Guerra Edizioni. Garavelli, Bice Mortara. (2003). <i>Prontuario di punteggiatura</i>. Bari: Editori Laterza. Mengaldo, Pier Vincenzo. (2008). <i>Attraverso la prosa italiana: analisi di testi esemplari</i>. Roma: Carocci editore. Roncoroni, Angelo. (2009). <i>Manuale di scrittura. Teoria e pratica dello scrivere in italiano</i>. Milano: Carlo Signorelli Editore. Serafini, Maria Teresa. (2009). <i>Nuovo l'italiano: grammatica e scrittura</i>. Milano: Fabbri. Serafini, Maria Teresa. Arcidiacono, Luciana. (2006). <i>Comunicare con l'italiano: Testi e scritture</i>. Milano: Fabbri. 	
<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 – 14 (DSC-14)
Language in Context: Advanced Listening and Speaking Skills (1)

Credit distribution, Eligibility and Pre-requisites of the Course

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

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-14 Language in Context: Advanced Listening and Speaking Skills (1)	
Learning Objectives:	
Enable student to	
<ul style="list-style-type: none"> • To listen and to understand radio and TV programs of long duration related to contemporary social issues. • To identify and summarize the main arguments of programmes recorded across various audio-visual media in a structured manner. • To express one's opinion, give and defend one's point of view on a wide range of contemporary social issues in a structured manner. • To partially attain Level B1 of the CEF. 	
Learning Outcomes:	
<ul style="list-style-type: none"> • Enable learners to partially attain B1Level of listening and speaking skills in the concerned language. • Develop skills to identify the content by listening to news items, TV reports, short documentaries on a wide range of cultural, social, academic, professional topics. • Train learners to sustain a chain of reasoned argument while debating and presenting on a wide range of topics by clearly articulating one's viewpoints with concrete details and examples 	
Syllabus:	
UNIT I	12 Hours
Listening	

<ul style="list-style-type: none"> Understanding the content and line of argument of short documentaries TV reports, news reports, on a wide range of cultural, social, academic, professional topics, live interviews, talk shows, plays, the majority of films in standard dialect. 	
UNIT II	12 Hours
Speaking	
<ul style="list-style-type: none"> Engaging in extended conversation on most general topics in a clearly participatory fashion. Debating and presenting on various issues of importance by sustaining a chain of reasoned argument. Taking notes. Preparing minutes. Commentary on audio-visual material. 	
UNIT III	12 Hours
Lexical, Morphosyntactic and Phonological Competences	
<ul style="list-style-type: none"> Developing a good range of vocabulary for matters connected to one's field of interest and most general topics, issues and problems related to society, culture, economy, politics, environment both in Indian as well as Italian and Italophone contexts. Grammatical structures required for complex usages of moods, tenses and voices, detailed usages of prepositions, complex pronouns, and connectors to compose complex sentences and structured texts in a coherent and cohesive manner. Developing good understanding of phonological specificity and intonations of Italian to help learners articulate more clearly and confidently by varying one's intonation according to the relevant context of communication 	
UNIT IV	9 Hours
Co-cultural and Inter-cultural Competence	
<ul style="list-style-type: none"> Interacting more confidently with peers and native speakers by demonstrating the capacity to select appropriate language register, formulations depending on the communicative contexts. Considerable awareness of socio-cultural conventions, beliefs, values, attitudes of Italian and Italophone communities 	
Learning / Teaching Material: Any of the textbooks given below may be prescribed:	
<ul style="list-style-type: none"> Antonelli, G. (2007). <i>L'italiano nella società della comunicazione</i>. Bologna: il Mulino. Cortese, Antonella. (2011). <i>Ascoltare per studiare: cittadinanza e costituzione</i> (B1). Perugia: Guerra Edizioni. De Giuli, Alessandra. Guastalla, Carlo. Naddeo, Ciro Massimo. (2011). <i>Nuovo Magari</i>. Firenze: Alma Edizioni. 	

- Fratte Giani, M. Teresa. Gigliarelli, Valentina. Marinelli, Beatrice. (2015). *Conoscere l'Italia: Corso di lingua italiana per studenti stranieri di livello B2- B2+*. Perugia: Guerra Edizioni.
- Marin, 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– 15 (DSC-15)
History of Italian Literature-(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		
History of Italian Literature-(1)	4	3	1	0	Passed XII Class	Nil

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-15
History of Italian Literature-(1)

Learning Objectives:

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

Learning Outcomes:

The Learning Outcomes of this course are as follows:

- Familiarize students with literary texts written in Italian 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.

Syllabus:

UNIT I	15 Hours
• Develop understanding of writings from the medieval period till the Renaissance, such as medieval romances, farces, fabliaux etc.	
UNIT II	15 Hours
• Understanding and analysing major literary movements after renaissance till Italian Enlightenment, such as classicism, baroque etc.	
UNIT III	15 Hours

<ul style="list-style-type: none"> • Reflections on Italian encounter with otherness by introducing excerpts from the works of Italophone writers. 	
Practical component (if any) – NIL	
Suggested Readings	
<p>Novels</p> <ul style="list-style-type: none"> • Foscolo, Ugo. <i>Le ultime lettere di Jacopo Ortis</i>, in Foscolo, Ugo. (1974). Opere. Milano-Napoli: Ricciardi Editore. <p>Plays</p> <ul style="list-style-type: none"> • Goldoni, Carlo. <i>La locandiera</i> and <i>Il ventaglio</i>. in Ortolani, Giuseppe. (1940). Tutte le opere di Carlo Goldoni. Milano: Mondadori Editore. • Macchiavelli, Niccolò. <i>La mandragola</i>. ed. Stoppelli, Pasquale. (2016). Milano: Mondadori. • Macchiavelli, Niccolò. <i>La mandragola</i>. ed. Stoppelli, Pasquale. (2016). Milano: Mondadori. <p>Short texts and Poetry</p> <ul style="list-style-type: none"> • Alighieri, Dante. <i>La divina commedia</i> in Borzi, I. (2015). <i>Tutte le opere di Dante Alighieri</i>. Rome: Newton Compton Editori. • Ariosto, Ludovico. (1992). <i>L'orlando furioso</i>. 2 voll. Torino: Giulio Einaudi editore. • Boccaccio, Giovanni. <i>Decameron</i>. ed. Branca, Vittore. (1956). Torino: Utet. (http://www.letteraturaitaliana.net/pdf/Volume_2/t318.pdf) • Petrarca, Francesco. <i>Il canzoniere</i>. ed. Contini, Giancarlo. (1964). Torino: Einaudi. (http://www.letteraturaitaliana.net/pdf/Volume_2/t319.pdf) • Sacchetti, Franco. (1946). <i>Il Trecentonovelle</i>. ed. Pernicone, Vincenzo. Firenze: Sansoni. • Tasso, Torquato. (1961). <i>Gerusalemme liberata</i>. Milano: Feltrinelli. [e-text available online, edited by Carini, Anna Maria. • (https://www.liberliber.it/mediateca/libri/t/tasso/gerusalemme_liberata/pdf/gerusa_p.pdf) 	
Additional material may be provided by the Department.	
<p>Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.</p>	