



**As per NEP 2020**

**Four-year B.A. (Hons.) Spanish with Research**

(Exit option after One year with Certificate in Spanish/

Two years with Diploma in Spanish/

Three years with B.A.(Hons.) in Spanish/

Four years with B.A. (Hons. with Research) in Spanish

**CURRICULUM**

(w.e.f. Academic Session 2022-2023)

**DEPARTMENT OF SPANISH STUDIES**

**School of Languages**

**Doon University**

**Dehradun**

**B.A. (Hons.) Spanish**

## **Program Out Come**

Study of Spanish Language at basic, intermediate and advanced level through courses on literature, history and culture

## **Program Specific Outcomes**

- **PO1.** Study of the Spanish Language through development of the 4 core skills, reading, writing, listening and speaking, and cultural competence.
- **PO2.** Study of Spanish for specific purposes, such as Translation, Interpretation, Cinema, etc.
- **PO3.** Study of socio-political institutions, literary, historical and cultural movements in Spain and the Spanish-speaking world.
- **PO4.** Developing research aptitude in the field pertaining to Spanish Studies.

## Course Structure

SEMESTER I							
Course Type	Course Code	Course Title	L	T	P	C	
DSC	SPC101	Spanish in Context: Developing Reading and Writing Skills-I	3	1		4	
DSC	SPC102	Spanish in Context: Developing Listening and Speaking Skills-I	3	1		4	
DSC	SPC103	Spanish through Texts: Developing Cultural Competence-I	3	1		4	
AECC		From University AECC Pool				2	
VAC		From University VAC Pool				2	
SEC*	SPS101	Spanish through Audio-visual texts-I	2			2	
GE	SPG101	Introduction to Culture of Spanish Speaking World-I	2	2		4	
*This course should be opted in addition to at least 01 DSC/AECC/GE on Spanish.					<b>Total Credits</b>		<b>22</b>
SEMESTER II							
Course Type	Course Code	Course Title	L	T	P	C	
DSC	SPC151	Spanish in Context: Developing Reading and Writing Skills-II	3	1		4	
DSC	SPC152	Spanish in Context: Developing Listening and Speaking Skills-II	3	1		4	
DSC	SPC153	Spanish through Texts: Developing Cultural Competence-II	3	1		4	
AECC		From University AECC Pool				2	
VAC		From University VAC Pool				2	
SEC*	SPS151	Spanish through Audio-visual texts-II	2			2	
GE	SPG151	Introduction to Culture of Spanish Speaking World -II	2	2		4	
*This course should be opted in addition to at least 1 DSC/AECC/GE.					<b>Total Credits</b>		<b>22</b>
<b>Exit option after one year with 44 credits to get Undergraduate Certificate in Spanish.</b>							
SEMESTER III							

Course Type	Course Code	Course Title	L	T	P	C	
DSC	SPC-201	Spanish in Context: Enhancing Reading and Writing Skills-I	3	1		4	
DSC	SPC202	Spanish in Context: Enhancing Listening and Speaking Skills-I	3	1		4	
DSC	SPC203	Spanish through Texts: Enhancing Cultural Competence-I	3	1		4	
AECC		From University AECC Pool				2	
VAC		From University VAC Pool				2	
SEC	SPS201	Spanish through Audio-visual texts-III	2			2	
DSE*	SPE201	Introduction to History of Spanish Speaking World-I	3	1		4	
	SPE202	Introduction to Literature of Spanish Speaking World-I	3	1		4	
GE*	Generic Elective	From List of Electives, Department of Spanish Studies				4	
<b>*Either 01 DSE or 01 GE should be opted.</b>						<b>Total Credits</b>	<b>22</b>
<b>SEMESTER IV</b>							
Course Type	Course Code	Course Title	L	T	P	C	
DSC	SPC251	Spanish in Context: Enhancing Reading and Writing Skills-II	3	1		4	
DSC	SPC252	Spanish in Context: Enhancing Listening and Speaking Skills-II	3	1		4	
DSC	SPC253	Spanish through Texts: Enhancing Cultural Competence-II	3	1		4	
AECC		From University AECC Pool				2	
VAC		From University VAC Pool				2	
SEC	SPS251	Spanish through Audio-visual texts-IV	2			2	
DSE*	SPE251	Introduction to History of Spanish Speaking World-II	3	1		4	
	SPE252	Introduction to Literature of Spanish Speaking World-II	3	1		4	
GE*	Generic Elective	From List of Electives, Department of Spanish Studies				4	

<b>*Either 01 DSE or 01 GE should be opted.</b>				<b>Total Credits</b>		<b>22</b>
<b>Exit option after Two years with 88 credits to get Undergraduate Diploma in Spanish.</b>						
<b>SEMESTER V</b>						
<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
DSC	SPC301	Spanish in Context: Applying Reading and Writing Skills-I	3	1		4
DSC	SPC302	Spanish in Context: Applying Listening and Speaking Skills-I	3	1		4
DSC	SPC303	Reading and Analysis of Texts-I	3	1		4
DSE*	SPE301	Introduction to Translation-I	3	1		4
	SPE302	Spanish Literature-I	3	1		4
	SPE303	Latin American Literature-I	3	1		4
GE	SPG301	Cinema of Spain and Latin America	3	1		4
DSCP	SPP301	Introduction to Research			2	2
<b>*01 DSE should be opted out of 01 DSE and 01 GE.</b>				<b>Total Credits</b>		<b>22</b>
<b>SEMESTER VI</b>						
<b>Course Type</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
DSC	SPC351	Spanish in Context: Applying Reading and Writing Skills-II	3	1		4
DSC	SPC352	Spanish in Context: Applying Listening and Speaking Skills-II	3	1		4
DSC	SPC353	Reading and Analysis of Texts-II	3	1		4
DSE*	SPE351	Introduction to Translation-II	3	1		4
	SPE352	Spanish Literature-II	3	1		4
	SPE353	Latin American Literature-II	3	1		4
GE	SPG351	Art of Spain and Latin America	3	1		4
DSCP	SPP351	Theories and Methods of Research			2	2
<b>*01 DSE should be opted out of 01 DSE and 01 GE.</b>						
<b>Exit option after Three years with 132 credits to award the degree of B.A. (Hons.) in Spanish if he/she earned 80 (from 18 DSCs and 02 DSEs) credits in the discipline Spanish.</b>				<b>Total Credits</b>		<b>22</b>

SEMESTER VII						
Course Type	Course Code	Course Title	L	T	P	C
DSC	SPC401	Cultural History of Spain and Latin America-I	3	1		4
DSE*	SPE401	Themes in Spanish Literature-I	3	1		4
DSE	SPE402	Themes in Latin American Literature-I	3	1		4
GE	SPG401	Introduction to Linguistics	3	1		4
GE	SPG402	Technical Translation	3	1		4
GE	SPG403	Techniques of Interpretation	3	1		4
DSCP	SPP401	Dissertation-I (Literature Review and Synopsis)	2	2	2	6
<b>*01 DSE is required to be opted out of 03 DSE/GE.</b>						
<b>Total Credits</b>						<b>22</b>
SEMESTER VIII						
Course Type	Course Code	Course Title	L	T	P	C
DSC	SPC451	Cultural History of Spain and Latin America-II	3	1		4
DSE*	SPE451	Themes in Spanish Literature-II	3	1		4
DSE	SPE452	Themes in Latin American Literature-II	3	1		4
GE	SPG451	Literary Translation	3	1		4
GE	SPG452	Theories of Literature	3	1		4
GE	SPG453	Consecutive and Simultaneous Interpretation	3	1		4
DSCP	SPP451	Dissertation-II (Main Thesis Writing)			6	6
<b>*01 DSE is required to be opted out of 03 DSE/GE.</b>						
<b>Exit option after Four years with 176 credits to award the degree of B.A. (Honours with Research) in Discipline/Subject Major (Discipline 1) and Minor (Discipline 2)</b>						<b>Total Credits</b>
						<b>22</b>

Electives can be taken from list of Electives or MOOCs courses approved by the competent authority.

#### List of Electives:

In progress.

## **B.A. (Hons) Spanish 1<sup>st</sup> year – Description**

The 1<sup>st</sup> year of the BA (Hons) in Spanish is divided into **two** semesters. Each semester carries **22 credits** i.e. at the end of the first year a student will have earned **44 credits in total**. If a student chooses to exit at the end of the first year he or she will be awarded a **Certificate in Spanish**.

**Teaching Hours: 4 credits – 4 hours (3 lectures + 1 Tutorial)**  
**2 credits – 2 hours (2 lectures only)**

## **B.A. (Hons.) Spanish 1<sup>st</sup> year – Syllabus**

### **Semester-I**

#### **Discipline Specific Courses (DSC)**

**Course Code: SPC101**

**Course Title: Spanish in Context: Developing Reading and Writing Skills-I**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-I, a student will be able to

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

#### **Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

#### **Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<p><b><u>Reading:</u></b></p> <p>I. Read and understand simple documents, texts, emails containing personal information,</p> <p>II. Describe a person, a place, daily activities, means of transport, family and members of the family, invitations, messages, greeting cards etc.</p>	<p><b><u>Morphosyntax and Vocabulary:</u></b></p> <p>V. Simple grammatical structures and vocabulary used to introduce oneself, introduce others.</p> <p>VI. Describe oneself and others, describe one's residential area, city, greetings, professions.</p>
<p><b><u>Writing:</u></b></p> <p>III. Guided writing activities. A few sentences, short text or email describing oneself, others, a place, daily activities, the family.</p> <p>IV. Means of transport, writing and replying to invitations, messages, greeting cards for a birthday, a festival etc.</p>	<p><b><u>Intercultural and Co-cultural:</u></b></p> <p>VII. Introduction to Spanish-speaking countries</p> <p>VIII. Celebrities from Spanish-speaking countries, fashion, cinema, comic strips etc.</p>

**Material:**

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

1. Alondo, Elcina. Corpas, Jaime. (2018). *Diverso Al 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
1. Martí Peris, E., Sans, N. (2016). *Gente 1 Libro del alumno*. Barcelona: Editorial Difusión.

Additional material may be provided by the department.



**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC102**

**Course Title: Spanish in Context: Developing Listening and Speaking Skills-I**  
**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-I, a student will be able to

- listen to and understand simple texts;
- answer questions on them;
- be able to talk on subjects pertaining to his/her immediate environment;
- attain Level A1 of the Common European Framework of Reference for Languages (CEFRL).

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.:

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<b>Listening:</b>  I. Listen and understand basic phrases/dialogues concerning himself/herself, of his/her family, and immediate surroundings.  II. Brief announcements in public spaces and instructions when speakers are speaking at a slower pace.	<b><u>Morphosyntax, Vocabulary, Pronunciation:</u></b>  V. Simple grammatical structures and vocabulary used to introduce oneself, introduce others.  VI. Describe oneself and others, describe one's residential area, city, greetings, professions etc. Basic rules of pronunciation.

<p><b>Speaking, which includes,</b></p> <p>III. <b>Monologue:</b> 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.</p> <p>IV. <b>Dialogue:</b> Participate in a basic conversation by exchanging simple greetings, asking and replying to simple questions, give instructions etc.</p>	<p><b>Intercultural and Co-cultural:</b></p> <p>VII. Knowledge and practice of structures relevant to formal situations.</p> <p>VIII. Knowledge and practice of structures relevant to informal situations.</p>
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**Material:**

**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. Álvarez Martínez, 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
2. Martí Peris, E., Sans, N. (2016). *Gente 1 Libro del alumno*. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC103**

**Course Title: Spanish through Texts: Developing Cultural Competence-I**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-I, a student will be able to

- read and understand a short literary/journalistic text adapted for students of level A1;
- show comprehension by answering questions on the same in written form;

- know about geography, culture, customs and traditions of the Spanish speaking world and compare them to India;
- show the acquired knowledge in oral form through a presentation.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Texts on Geography and natural landmarks of the Spanish Speaking World. [Including Country Names, Nationalities, Continent Names, Seas and Oceans, Biomes and Natural Landscapes]	V. Text on Cuisine and Food Habits of the Spanish Speaking world [Including vocabulary of food, places where people eat, famous dishes like paella, quesadilla etc, describing food, vocabulary of meals, habits]
II. Texts on famous personalities from the Spanish Speaking world  [Including discussion on different professions and fields of art, hobbies, ambitions. Eg. Quiero ser cantante porque me gusta música.	VI. Text on Healthy Habits and Daily Routine [Including differences in cultures across the world on time for meals, customs etc.]
III. Texts on famous cities and touristic destinations and activities of the Spanish Speaking World [Including vocabulary for describing places, cities, neighbourhoods etc]	VII. Text on festivals and traditions including family structure of the Spanish Speaking world [Including vocabulary on family, family traditions, how are festivals celebrated, what is their importance]
IV. A short poem in Spanish selected as per the student's level	VIII. A short literary text in Spanish as per the student's level

**Material:**

**Learning/Teaching material:** To be compiled and provided by the Department. Texts from Language Manuals may be utilized keeping the level in mind.

Suggested Books:

- Murillo, N. (2010). *Todas las voces. Curso de cultura y civilización*. Barcelona: Editorial Difusión (cap. 4 Literatura: novelas, cuentos y leyendas, poesía, leer)

- Sans, N., Miquel, L. Lola Lago (2003). *Sin noticias* (A1). Barcelona: Editorial Difusión.
- Sans, N., Miquel, L. Lola Lago (2003). *Por amor al arte* (A1). Barcelona: Editorial Difusión.
- Soler-Espiauba, D. (2002). *Con Frida en el altiplano* (A1-A2). España: Editorial Difusión.
- Soler-Espiauba, D. (2008). *Dos semanas con los ticos* (A1-A2). Costa Rica: CEGAL.
- Soler-Espiauba, D. (2014). *Los espejuelos de Lennon* (A1). Cuba: CEGAL.
- *Hoy en clase*. Campus Difusión. <https://campus.difusion.com/dashboard>
- Corpas, Jaime, Agustín Garmendia, Carmen Soriano, Aula Internacional 2 Curso de Español Nivel A 2 (Libro de alumno, Cuaderno de ejercicio, CD), Difusión, Barcelona, Latest Edition
- Pasaporte 2, Matilde Cerrolaza, Edelsa, Latest Edition
- Gente Nueva Edición 2 (A1-A2), Libro de alumno, Difusión, Latest Edition
- Castro, Francisca, Ignacio Rodero Carmen Sardinero Compañeros. Curso de español. (Libro de alumno, CD)
- Learn Spanish through Music, SUBLingual Music, Latest Edition

Additional material may be provided by the department.

Material in the form of audio, visual and audio-visual tools and exercises will be selected by the course instructor and brought to the class. The exercises can be

- Pictures, posters, flashcards
- audio visual clippings of movies and advertisement
- songs
- games
- Power point presentations

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Generic Electives (GE)**

**Course Code: SPG101**

**Course Title: Introduction to Culture of Spanish Speaking World-I**

**Credits: 4      Hours per week: 4 (2 Lectures + 2 Tutorials)**

**Objectives/Course Out Come (COC):** At the end of Semester-I, a student will be able to

- locate the Spanish speaking countries in the world map;
- know about their cultures;
- know about geography, customs, traditions and current affairs of the Spanish speaking world;
- show the acquired knowledge through presentation.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Geography of the Spanish speaking countries	V. Customs and traditions from the Spanish speaking world.
II. Beginnings of contact between Spain and Latin America	VI. Music from the Spanish speaking world.
III. Cuisine from the Spanish speaking world.	VII. Cinema from the Spanish speaking world.
IV. Festivals from the Spanish speaking world.	VIII. Current affairs from the Spanish speaking world.

**Content:**

The course comprises of a total of 8 units divided into two sections.

**Material:**

**Learning/Teaching material.** Any of the textbooks given below may be prescribed.

1. Child, Jack. *Latin American History through Its Art and Literature*, University Press of America, 2010

2. King, John. *The Cambridge Companion to Modern Latin American Culture*, Cambridge University Press, 2004

3. Williamson, Edwin. *The Penguin History of Latin America*, Penguin Press, 1992.

4. Tamames, Ramón and Sebastián Quesada. *Imágenes de España*, Madrid: Edelsa, 2001.

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Ability Enhancement Courses (AEC)**

**Course Code: DUA101**

**Course Title: Spanish Language-I**

**Credits: 2      Hours per week: 2 (2 Lectures)**

**Objectives/course Out Come (COC):** At the end of Semester-I, a student will be able to

- read simple texts and answer questions on them;
- listen to and understand simple texts so as to answer questions on them.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 4 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
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<p>I. Presentation of Spanish Speaking World; Understanding about oneself and the surroundings with questions such as <i>¿Cómo te llamas? ¿De dónde eres? ¿Dónde vives? ¿Qué lengua hablas? ¿Por qué quieres aprender español?</i>; Formally introducing oneself; Concept of gender and number.</p>	<p>III. Irregular verbs such as <i>preferir, dormir, tener, ir, saber</i> etc.; Talking about likes, dislikes and preferences in food, taste (<i>me gusta, me apetece, me interesa, me encanta, prefiero</i>); Doing grocery shopping; Eating in a restaurant.</p>
<p>II. Simple Present Tense with verbs such as <i>hablar, comer, vivir</i>; Articles, nouns and adjectives; Verbs such as <i>ser, estar</i> and their usage in context such as time, description, situation etc.; Formally introducing others; Usage of the verb <i>tener</i>, Describing family relations; Usage of <i>haber (Hay)</i>; Describing a place or a situation; Difference between <i>ser, estar, tener</i> and <i>hay</i>; Adverbs.</p>	<p>IV. Usage of <i>también, tampoco, sí, no</i> to express likes or contradictions; Reflexive Verbs such as <i>llamarse, levantarse, cepillarse</i> etc.; Daily Routine.</p>

**Material:**

**Learning/Teaching material.**

**Textbook:**

- Marisa González et. al, *En Acción A1*, en Clave-ELE, 2011 published in India by Langers Internationals Pvt. Ltd.

**References:**

- Alonso Raya, Rosario, Castañeda Castro, Alejandro; Martínez Gila, Pablo, Miquel Lopez, Lourdes; Ortega Olivares, Jenaro; Ruiz Campillo, Jose Placido, *Gramática Básica para Estudiantes de Español*, Difusión, 2009.
- Corpas, Jaime, García, Eva, Garmendia Agustín, Soriano, Carmen, Sans, Neus, *Aula Internacional A1*, Difusión, 2010.
- Caso, Monica, Rodriguez, Beatriz, Valencia, M. Luz, *Clave de Sol A1*, En Clave-ELE junto con Langers, 2013.

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Skill Enhancement Courses (SEC)**

**Course Code: SPS101**  
**Course Title: Spanish through Audio-visual texts-I**  
**Credits: 2      Hours per week: 2 (2 Lectures)**

**Objectives/Course Out Come (COC):** At the end of Semester-I, a student will be able to

- acquire Listening, Analytical and Communicative Skills in Spanish language through the use of audio-visual material such as songs, films, games, pictures, advertisements, videos, audios and ICT based activities adapted for A1 level;
- show comprehension of the audio-visual material (of A1 level) by answering questions on the same in written and oral form.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.:

**Content:**

The course comprises of 4 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b> <b><u>Units</u></b>
<b>I. You and your family, identifying yourself</b> [Use of Ser, nationality, profession, family members, possessive adjectives]	<b>III. Likes and Dislikes, Interests</b> [Use of Gustar, Preferir, Apetecer, Interesar...]
<b>II. Your city and your surroundings</b> [Use of Estar, Tener and Hay to describe cities and neighborhoods]	<b>IV. Habits and Daily Routine</b> [Use of reflexive verbs and expressions of frequency]

**Material:**

Audio-visual material will be compiled and provided by the department and will be used in the classroom/language lab/smart class .

**Suggested Material and Sources:**

- <https://www.profedelee.es/>



- Nuevo Español en marcha 1, SGEL, Youtube Channel. **Link:** <https://www.youtube.com/playlist?list=PLdzqcdsXmqB - vJVstCddcANMoZapOD0s>
- ‘Alguien soy yo’- Enrique Iglesias <https://www.youtube.com/watch?v=tEMNQMPHqyU>
- ‘Me gustas tú’- Manu Chao <https://www.youtube.com/watch?v=rs6Y4kZ8qtw>

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Semester-II**

**Discipline Specific Courses (DSC)**

**Course Code: SPC151**

**Course Title: Spanish in Context: Developing Reading and Writing Skills-II**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- read simple texts;
- answer questions on them;
- write short texts, about subjects pertaining to his/her immediate environment;
- complete Level A2 of the Common European Framework of Reference for Languages (CEFRL).
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**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>

<p><b><u>Reading:</u></b></p> <p>I. Read and understand simple documents, texts, emails.</p> <p>II. Describe one's routine, sports, shops, menus, recipes, weather report, travelogues etc.</p>	<p><b><u>Morphosyntax and Vocabulary:</u></b></p> <p>V. Simple grammatical structures and vocabulary used to describe one's daily routine, hobbies, etc.</p> <p>VI. Simple grammatical structures and vocabulary used to describe one's meals, purchases, weather etc.</p>
<p><b><u>Writing:</u></b></p> <p>III. Guided writing activities. A few sentences, short text, emails.</p> <p>IV. Describe one's daily routine, hobbies, preparing menus, writing recipes, weather report, travelogues etc.</p>	<p><b><u>Intercultural and Co-cultural:</u></b></p> <p>VII. Introduction to life in Spain.</p> <p>VIII. Introduction to life in Spanish-speaking countries.</p>

**Material:**

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

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

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC152**  
**Course Title: Spanish in Context: Developing Listening and Speaking Skills-II**  
**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- listen to and understand simple texts;
- answer questions on them;
- talk on subjects pertaining to his/her immediate environment;
- complete Level A2 of the Common European Framework of Reference for Languages (CEFRL).

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<p><b>Listening:</b></p> <p>I. Listen to and understand basic phrases concerning one’s daily routine, hobbies, purchases, recipes etc.</p> <p>II. Listen to and understand dialogues concerning one’s daily routine, hobbies, purchases, recipes etc.</p>	<p><b><u>Morphosyntax, Vocabulary, Pronunciation:</u></b></p> <p>V. Simple grammatical structures and vocabulary used for speaking about one’s preferences, one’s hobbies, one’s daily activities, the weather, meals, recipes, etc.</p> <p>VI. Basic rules of pronunciation.</p>
<p><b>Speaking, which includes,</b></p> <p>III. <b>Monologue:</b> Present orally one’s routine, one’s likes and dislikes, express one’s opinion etc.</p> <p>IV. <b>Dialogue:</b> Engage in a simple conversation in everyday situations such as making purchases, talking about the weather, ordering a meal etc.</p>	<p><b>Intercultural and Co-cultural:</b></p> <p>VII. Introduction to life in Spain.</p> <p>VIII. Introduction to Spanish-speaking countries.</p>

**Material:**

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

- Alondo, Elcina. Corpas, Jaime. (2018). *Diverso A1-A2 Libro de alumno*, Madrid, Madrid: SGEL.
  - Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
  - Campo, Cristina, Cuadrado, Charo et. al. (2017) *Protagonistas A2- Libro de alumno*. Madrid, Madrid: Ediciones SM.
  - Sanz, N. (2016). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.
- Additional material may be provided by the department.

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC153**

**Course Title: Spanish through Texts: Developing Cultural Competence-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- read and understand a few short literary/journalistic texts adapted for students of level A2;
- show comprehension by answering questions on such texts in written form;
- acquire knowledge about some aspects of art, history, culture and society of the Spanish speaking world;
- show the acquired knowledge in oral form through a presentation.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Texts on Contemporary Spanish Speaking Society and any of its social issues [such as Ageing population, unemployment, climate crisis, etc.]	V. Text on History of Spain [Including Romans, Islamic Spain, Columbus's reaching the New World, incorporating <i>pretérito indefinido</i> ]
II. Texts on Culture of Contemporary Spanish Speaking world [Including vocabulary on Cinema, Dance, Sculpture, Art, Cultural Movements]	VI. Text on History of Latin America [Including Pre-Colombian America, Ancient Civilization, incorporating <i>pretérito imperfecto</i> ]

III. Texts on Origins of Spanish Language [Including vocabulary for describing change, evolution, origin, history]	VII. Text on History of Spain and Latin America (20 <sup>th</sup> century) [Including vocabulary on types of governments and countries, dictadura, democracia, república, monarquía etc.]
I. A short poem in Spanish selected as per the student's level	VIII. A short literary text in Spanish as per the student's level

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

**Material:**

**Learning/Teaching material:** To be compiled and provided by the Department. Texts from Language Manuals may be utilized.

Suggested Books:

- Murillo, N. (2010). *Todas las voces. Curso de cultura y civilización*. Barcelona: Editorial Difusión
- Sans, N., Miquel, L. Lola Lago (2003). *Sin noticias (A1)*. Barcelona: Editorial Difusión.
- Sans, N., Miquel, L. Lola Lago (2003). *Por amor al arte (A1)*. Barcelona: Editorial Difusión.
- Soler-Espiauba, D. (2002). *Con Frida en el altiplano (A1-A2)*. España: Editorial Difusión.
- Soler-Espiauba, D. (2008). *Dos semanas con los ticos (A1-A2)*. Costa Rica: CEGAL.
- Soler-Espiauba, D. (2014). *Los espejuelos de Lennon (A1)*. Cuba: CEGAL.
- *Hoy en clase. Campus Difusión. <https://campus.difusion.com/dashboard>*

Additional material may be provided by the department.

Material in the form of audio, visual and audio-visual tools and exercises will be selected by the course instructor and brought to the class. The exercises can be

- Pictures, posters, flashcards
- audio visual clippings of movies and advertisement
- songs
- games

- Power point presentations

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Generic Electives (GE)**

**Course Code: SPG151**

**Course Title: Introduction to Culture of Spanish Speaking World-II**

**Credits: 4      Hours per week: 4 (2 Lectures + 2 TutorialS)**

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- know about the Spanish speaking countries and their relations with other countries of the world;
- know about the important political movements from the Spanish speaking countries;
- know about cuisine from the Spanish speaking world;
- show the acquired knowledge through presentation.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Spanish as an international language	V. Cuisine from Spanish speaking world
II. Spanish speaking counties and their relations with other countries	VI. Hispanics in the US
III. Participation of Spanish speaking countries in international forums/bodies	VII. Hispanics in the world.
IV. Spanish/Hispanic identity in the contemporary world	VIII. Indigenous epistemology from Latin America

**Material:**

**Learning/Teaching material.** Any of the textbooks given below may be prescribed.

Child, Jack. *Latin American History through Its Art and Literature*, University Press of America, 2010

King, John. *The Cambridge Companion to Modern Latin American Culture*, Cambridge University Press, 2004

Williamson, Edwin. *The Penguin History of Latin America*, Penguin Press, 1992.

Tamames, Ramón and Sebastián Quesada. *Imágenes de España*, Madrid: Edelsa, 2001.

Additional material may be provided by the department.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Ability Enhancement Courses (AEC)**

**Course Code: DUA103**

**Course Title: Spanish Language-II**

**Credits: 2      Hours per week: 2 (2 Lectures)**

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- read simple texts and answer questions on them;
- listen to and understand simple texts so as to answer questions on them.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 4 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Describing the house; Object Pronouns: <i>lo, la, los, las</i> ; Verbal Periphrasis ( <i>Perífrasis verbales</i> ) such as <i>tener que, ir a, volver a, acabar de</i> etc.; Describing objects and parts of the home with	III. Simple Past Tense ( <i>Pretérito Indefinido</i> ); Cause and Consequence; Talking about past events; Talking about life experiences, narrating travel experiences; Perfect Tense ( <i>Pretérito Perfecto: haber + participio</i> ).

vocabulary of colour, size, material etc.; Comparisons.	
II. Planning a group activity; Accepting or rejecting an invitation; Use of Imperative to give directions; Asking and giving directions to reach a place; Usage of the verb <i>valer</i> to describe the worth of objects; Choose a gift for someone; Shopping for clothes; Body parts; Giving advice and recommendations; Usage of the verb <i>doler</i> to express health issues, illness.	IV. Expressions of time and frequency such as <i>ayer, anteayer, una vez, siempre, nunca</i> ; Context: Talking about one's habits in the past; Imperfect Tense ( <i>Pretérito Imperfecto</i> ).

### **Material:**

#### **Learning/Teaching material.**

#### **Textbook:**

- Marisa González, *En Acción A2*, en Clave-ELE, 2011 published in India by Langers Internationals Pvt. Ltd.

#### **References:**

- Alonso Raya, Rosario, Castañeda Castro, Alejandro; Martínes Gila, Pablo, Miquel Lopez, Lourdes; Ortega Olivares, Jenaro; Ruiz Campillo, Jose Placido, *Gramática Básica para Estudiantes de Español*, Difusión, 2009.
- Corpas, Jaime, García, Eva, Garmendia Agustín, Soriano, Carmen, Sans, Neus, *Aula Internacional A2*, Difusión, 2010.
- Caso, Monica, Rodriguez, Beatriz; Valencia, M. Luz, *Clave de Sol A2*, En Clave-ELE junto con Langers, 2013.

Additional material may be provided by the department.

### **Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%



## Skill Enhancement Courses (SEC)

Course Code: SPS151

Course Title: Spanish through Audio-visual texts-II

Credits: 2 Hours per week: 2 (2 Lectures)

**Objectives/Course Out Come (COC):** At the end of Semester-II, a student will be able to

- acquire the Listening, Analytical and Communicative Skills in Spanish language of the learner through the use of audio-visual material such as songs, films, games, pictures, advertisements, videos, audios and ICT based activities adapted for A2 level;
- show comprehension of the audio-visual material (of A2 level) by answering questions on the same in written and oral form.

### **Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

### **Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<b>I. What are you doing right now?</b> [Use of Presente Continuo, ¿Qué estás haciendo?]	<b>III. Your Family History</b> [Use of Pretérito Indefinido, Mi padre nació en 1975...]
<b>II. Your experiences, dreams and plans</b> [Use of Pretérito Perfecto: ¿Has hecho alpinismo alguna vez?]	<b>IV. Your childhood</b> [Use of Pretérito Imperfecto, Mi padre vivía en un pueblo pequeño]

### **Material:**

Audio-visual material will be compiled and provided by the department and will be used in the classroom/language lab/smart class.

Suggested Resources:

<https://www.profedelee.es/>

Nuevo Español en marcha 2, SGEL, Youtube Channel. **Link:**

[https://www.youtube.com/watch?v=VG\\_aF8-r7w&list=PLdzqcdsXmqB\\_8Tnwc\\_2nSp2Z51Dt\\_xT4X](https://www.youtube.com/watch?v=VG_aF8-r7w&list=PLdzqcdsXmqB_8Tnwc_2nSp2Z51Dt_xT4X)

‘Mirando al cielo’ by Huecco [https://www.youtube.com/watch?v=fni\\_5bdKycQ](https://www.youtube.com/watch?v=fni_5bdKycQ)

‘Te vi’ by Piso 21, Micro TDH <https://youtu.be/JFY7GIWj7PI>

‘Me voy’ Julieta Venegas

### **Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%

- Continuous Evaluation/Assignments: 20%

### **B.A. (Hons) Spanish 2<sup>nd</sup> year – Description**

The 2<sup>nd</sup> year of the BA (Hons.) in Spanish is divided into **two** semesters. Each semester carries **22 credits** each i.e. at the end of the second year a student will have earned **88 credits in total**. If a student chooses to exit at the end of the second year, he or she will be awarded a **Diploma in Spanish**.

**Teaching Hours: 4 credits – 4 hours (3 lectures + 1 Tutorial)**  
**2 credits – 2 hours (2 lectures only)**

### **B.A. (Hons.) Spanish 2<sup>nd</sup> year – Syllabus**

#### **Semester-III**

#### **Discipline Specific Courses (DSC)**

**Course Code: SPC201**

**Course Title: Spanish in Context: Enhancing Reading and Writing Skills-I**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- read texts in past tenses
- answer questions on them;
- write on subjects in reference to the past.
- complete a level equivalent to A2 –B1 of the Common European Framework of Reference for Languages (CEFR).

#### **Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

#### **Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>

<p><b><u>Reading:</u></b></p> <p>I. Revision of second semester</p> <p>II. Read texts in Past tenses of Indicative mood</p>	<p><b><u>Morphosyntax, Vocabulary and Pronunciation:</u></b></p> <p>V. Advanced grammatical structures and vocabulary.</p> <p>VI. Pretérito Pluscuamperfecto More rules of pronunciation.</p>
<p><b><u>Writing:</u></b></p> <p>III. Revision of second semester</p> <p>IV: Writing in the three main past tenses of Indicative Mood.</p>	<p><b><u>Intercultural and Co-cultural:</u></b></p> <p>VII. Life in Spain.</p> <p>VIII. Life in Spanish-speaking countries.</p>

**Material:**

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

- III. Alonso, Elcina. Corpas, Jaime. (2018). *Diverso A2-B1 Libro de alumno*, Madrid, Madrid: SGEL.
- IV. Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- V. Campo, Cristina, Cuadrado, Charo et. al. (2017) *Protagonistas A2-B1 Libro de alumno*. Madrid, Madrid: Ediciones SM.
- VI. Sans, N. (2013). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.
- VII. Sans, N. (2017). *Aula Internacional 3*. Barcelona. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Course Code: SPC202**

**Course Title: Spanish in Context: Enhancing Listening and Speaking Skills-I**  
**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- listen to and understand texts in past tenses
- answer questions on them;
- talk on subjects in reference to the past.

- complete a level equivalent to A2 –B1 of the Common European Framework of Reference for Languages (CEFRL).

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<p><b><u>Listening:</u></b></p> <p>I. Revision of second semester</p> <p>II. Listen to and understand texts in Past tenses of Indicative mood</p>	<p><b><u>Morphosyntax, Vocabulary and Pronunciation:</u></b></p> <p>V. Advanced grammatical structures and vocabulary.</p> <p>VI. Pretérito Pluscuamperfecto More rules of pronunciation.</p>
<p><b><u>Speaking:</u></b></p> <p>III. Revision of second semester</p> <p>IV: Monologue and dialogue: Talking and conversing in the three main past tenses of Indicative Mood.</p>	<p><b><u>Intercultural and Co-cultural:</u></b></p> <p>VII. Life in Spain.</p> <p>VIII. Life in Spanish-speaking countries.</p>

**Material:**

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

- Alonso, Elcina. Corpas, Jaime. (2018). *Diverso A2-B1 Libro de alumno*, Madrid, Madrid: SGEL.
- Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.
- Campo, Cristina, Cuadrado, Charo et. al. (2017) *Protagonistas A2- Libro de alumno*. Madrid, Madrid: Ediciones SM.
- Sans, N. (2013). *Aula Internacional 2*. Barcelona. Barcelona: Editorial Difusión.
- Sans, N. (2017). *Aula Internacional 3*. Barcelona. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

**Mode of Evaluation:**

1. Mid-Term exam: 30%

- 2. Final Exam: 50%
- 3. Continuous Evaluation/Assignments: 20%

**Course Code: SPC203**  
**Course Title: Spanish through Texts: Enhancing Cultural Competence-I**  
**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- read and understand short literary/journalistic texts adapted for students equivalent to B1 level dealing with some aspects of art, history, culture and society of the Spanish speaking world
- show comprehension by answering questions on such texts in written and oral form
- understand and reflect on how culture shapes language and interaction among people
- apply the acquired knowledge about culture in communicative contexts

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<ul style="list-style-type: none"> <li>● Texts on Contemporary Spanish Speaking Society and its sociopolitical situation</li> </ul> <p>[Including vocabulary for describing change, evolution, history, and reflection on what the students already know and what would they like to know]</p>	<p>V. Texts on customs and habits in Spain and Latin America to reflect on ideas of politeness and appropriate behaviour in different contexts</p> <p>[May include reflection on the use of imperative (direct commands) in different languages and societies and what is considered an appropriate way for asking for help or a favour]</p>

<p>II. Text on History of Spain [Focus on 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century]</p>	<p>VI. Texts to reflect on different ways in which people handle conflict in different contexts and cultures, how people argue, and how people express disagreements.</p> <p>[Use of subjunctive to express disagreement, no me parece justo que, no soporto que]</p>
<p>III. Text on History of Latin America [Focus on 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century]</p>	<p>VII. Text on Emotions and how people express their emotions in different contexts and cultures</p> <p>[Use of subjunctive to express emotions and nuances of meanings while expressing emotions]</p>
<p>IV. 2 to 3 short poems or stories in Spanish selected as per the student's level by the course in-charge</p>	<p>VIII. 2 to 3 fragments from novels or dramas from Spanish or Latin American Literature selected as per the student's level</p>

**Material:**

**Learning/Teaching material:** To be compiled and provided by the Department. Texts from Language Manuals may be utilized.

Suggested Books:

- I. Murillo, N. (2010). *Todas las voces. Curso de cultura y civilización*. Barcelona: Editorial Difusión
- II. Sans, N. (2017). *Aula Internacional 3*. Barcelona. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

Material in the form of audio, visual and audio-visual tools and exercises will be selected by the course instructor and brought to the class.

**Mode of Evaluation:**

- |                   |     |
|-------------------|-----|
| 1. Mid-Term Exam: | 30% |
| 2. Final Exam:    | 50% |

3. Continuous Evaluation/Assignments: 20%

**Skill Enhancement Courses (SEC)**

**Course Code: SPS201**  
**Course Title: Spanish through Audio-visual texts-III**  
**Credits: 2      Hours per week: 2 (Lectures)**

**Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- acquire Listening, Analytical and Communicative Skills in Spanish language through the use of audio-visual material such as songs, films, games, pictures, advertisements, videos, audios and ICT based activities adapted equivalent to A2 level;
- show comprehension of the audio-visual material (equivalent to A2 level) by answering questions on the same in written and oral form.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.:

**Content:**

The course comprises of 4 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term Units</u></b>
<b>I. The place where you belong</b> [Describing your house, city, state and country, recommendation for visitors, places to see, things to do etc.]	<b>III. Your Future Plans and Predictions</b> [Use of Future Tense, What will you do this summer/winter? What will you do next year?]
<b>II. Giving Instructions to others</b> [Use of Imperative (Affirmative) and the expressions to give commands, suggestions, and expressing obligations]	<b>IV Narrating Anecdotes</b> [Use of different tenses in combination with each other and use of connectors]

**Material:**

Audio-visual material will be compiled and provided by the department and will be used in the classroom/language lab/smart class.

**Suggested Material and Sources:**

<https://www.profedelee.es/>

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Discipline Specific Electives (DSE)****Course Code: SPE201****Course Title: Introduction to History of Spanish Speaking World-I****Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)****Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- acquire introductory level knowledge about Spanish and Latin American History up to the 18<sup>th</sup> century
- identify the key features of different historical periods
- recognise the major cultural and artistic production of each historical period taught
- show acquired knowledge by answering questions on such texts in written and oral form

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b> (Ancient period to 15 <sup>th</sup> century)	<b><u>From Mid-Term to End-Term</u></b> (16 <sup>th</sup> , 17 <sup>th</sup> and 18 <sup>th</sup> century)
I. Ancient Spain  (including Early Iberia, Romanization, Coming of the Visigoths)	V. Spanish Empire  (Hapsburg Dynasty, Carlos V, Felipe II, Renaissance, Reform and Counter-reform, Inquisition)



<b>II. Medieval Spain</b>  (Al-Andalus, Reconquest, Coexistence, Christian Kingdoms)	<b>VI. Conquest and Colonization of Americas</b>  (System of Encomienda, Ingenious people's Treatment, Black Legend and Bartolomé de las Casas)
<b>III Pre-Colombian Mesoamerican Civilizations</b>  (Maya, Aztecs, Inca)	<b>VII. Golden Age</b>  (Renaissance and Baroque Art and Architecture in Spain and Latin America)
<b>IV 1492-The Encounter between the "Old and New World"</b>	<b>VIII. Bourbon Dynasty and Enlightenment</b>  (Centralization, Reforms, Rise of Criollo identity)

**Material:**

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

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Course Code: SPE202**

**Course Title: Introduction to Literature of Spanish Speaking World-I**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-III, a student will be able to

- acquire introductory level knowledge about Spanish and Latin American Literature up to the 18<sup>th</sup> century
- understand the characteristics of major literary trends and tendencies in a given historical context
- recognise the seminal texts and authors pertaining to the major literary trends and tendencies
- show acquired knowledge by answering questions on such texts in written and oral form

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

## Content:

The course comprises of a total of 8 units divided into two sections.

<u>Up to Mid-Term Units</u>	<u>From Mid-Term to End-Term</u>
I. Medieval Spanish Literature <i>Jarchas, Poema de Mío Cid, Milagros de Nuestra Señora, Libro de Buen Amor, La Celestina</i>	V. Literature by the <i>Conquistadores</i> Columbus's letters, <i>La Araucana</i> , Bernal Díaz del Castillo, Bartolomé de las Casa, <i>Naufragios</i>
II Spanish Renaissance <i>Églogas, Noche Oscura del Alma, Lazarillo de Tormes,</i>	VI. Literature from the Colony by mestizos and natives Inca Garcilaso de la Vega, Guamán Poma,
III. Spanish Baroque <i>Don Quijote de la Mancha, Soledades, A una nariz, Fuenteovejuna, El burlador de Sevilla, La vida es sueño</i>	VII. Latin American and Mexican Baroque Sor Juana Inés de la Cruz
IV. Pre-Colombian Literature <i>Codices, Popol Vuh, Chilam Balam</i>	VIII. Enlightenment in Spain Feijoo, Jovellanos, José Cadalso, Juan Meléndez Valdés, Tomás de Iriarte, Felix María Samaniego, Leandro Fernández de Moratín, Ramón de la Cruz

## Material:

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

## Mode of Evaluation:

1. Mid-Term Exam: 30%
2. Final Exam: 50%
3. Continuous Evaluation/Assignments: 20%

## Semester IV

## Discipline Specific Courses (DSC)

**Course Code: SPC251**

**Course Title: Spanish in Context: Enhancing Reading and Writing Skills-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-IV, a student will be able to

- read and write texts in future tense
- answer questions on them
- read and write texts using subjunctive mood in present
- complete a level equivalent to B1-B2 of the Common European Framework of Reference for Languages (CEFRL).

### Course outline:

It is divided into two sections with two semester (Mid-Term and Final) exams.

### Content:

The course comprises of a total of 8 units divided into two sections.

<u>Up to Mid-Term Units</u>	<u>From Mid-Term to End-Term</u>
<b><u>Reading:</u></b> I and II. Reading and understanding texts in simple future	V. Reading to understand texts in <i>presente de Subjuntivo</i> . VI. Write texts using <i>presente de Subjuntivo</i>
<b><u>Writing:</u></b> III and IV: <b>Monologue and dialogue:</b> Write texts in simple future.	<b><u>Intercultural and Co-cultural:</u></b> VII. Life in Spain VIII. Life in Spanish-speaking countries.

### **Material:**

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

Alonso, Elcina. Corpas, Jaime. (2018). *Diverso B1-B2 Libro de alumno*, Madrid, Madrid: SGEL.

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

Campo, Cristina, Cuadrado, Charo et. al. (2017) *Protagonistas B2- Libro de alumno*. Madrid, Madrid: Ediciones SM.

Sans, N. (2017). *Aula Internacional 4*. Barcelona. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Course Code: SPC252****Course Title: Spanish in Context: Enhancing Listening and Speaking Skills-IV****Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)****Objectives/Course Out Come (COC):** At the end of Semester-IV, a student will be able to

- listen to and understand texts in future tense
- answer questions on them
- talk on subjects using subjunctive mood in present
- complete a level equivalent to B1-B2 of the Common European Framework of Reference for Languages (CEFR).

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<b><u>Listening:</u></b> I and II. Listening and understanding texts in simple future	V. Listening to understand texts in <i>presente de Subjuntivo</i> VI. Monologue and dialogue in <i>presente de Subjuntivo</i>
<b><u>Speaking:</u></b> III and IV: Monologue and dialogue: Talking and conversing in simple future.	<b><u>Intercultural and Co-cultural:</u></b> VII. Life in Spain VIII. Life in Spanish-speaking countries.

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

Alonso, Elcina. Corpas, Jaime. (2018). *Diverso B1-B2 Libro de alumno*, Madrid, Madrid: SGEL.

Baulenas, Neus Sans. Peris, Ernesto Martín. et al. (2016). *Bítacora 2 Libro de alumno*. Barcelona, Barcelona: Editorial Difusión.

Campo, Cristina, Cuadrado, Charo et. al. (2017) *Protagonistas B2- Libro de alumno*. Madrid, Madrid: Ediciones SM.

Sans, N. (2017). *Aula Internacional 4*. Barcelona. Barcelona: Editorial Difusión.

Additional material may be provided by the department.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Course Code: SPC253**

**Course Title: Spanish through Texts: Enhancing Cultural Competence-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-IV, a student will be able to

- read and understand short literary/journalistic texts adapted for students equivalent to B2 level dealing with some aspects of art, history, culture and society of the Spanish speaking world
- show comprehension by answering questions on such texts in written and oral form
- understand and reflect on how culture shapes language and interaction among people
- apply the acquired knowledge about culture in communicative contexts

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

**Course outline:**

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>

<p>1. Texts on important landmarks of the Spanish Speaking World.</p> <p>[Including vocabulary for describing natural and geographic phenomena and man-made structures (types of architectures), visually recognising important places and buildings]</p>	<p>5. Text on Socioeconomic Situation of the Spanish-Speaking World [Including differences in economic and social terms across Spanish-speaking countries]</p>
<p>2. Texts on key literary and artistic movements from the Spanish Speaking World</p> <p>[Including vocabulary for describing literary and cultural movements such as Renaissance, Baroque, Enlightenment, Romanticism, Modernism]</p>	<p>6. A selection of idiomatic expressions in Spanish</p> <p>[Including their origins and reflection on how idiomatic expressions can help in understanding a culture and its history]</p>
<p>3. Texts on key writers and their works from the Spanish Speaking world</p> <p>[Including vocabulary on literary genres]</p>	<p>7. A selection of audiovisual texts (films, theatrical performances, speech, dance performances) based on the students' level</p>
<p>4. A selection of literary and cultural texts based on the students' level and movements and writers dealt with in earlier units</p>	<p>8. Texts on intercultural communication and reflection on the coexistence of different cultures across the world</p> <p>(Including vocabulary on diversity, intolerance, stereotypes, discrimination, human rights etc.)</p>

**Material:**

**Learning/Teaching material:** To be compiled and provided by the Department. Texts from Language Manuals may be utilized keeping the level in mind.

Suggested Books:

- I. Murillo, N. (2010). *Todas las voces. Curso de cultura y civilización*. Barcelona: Editorial Difusión (cap. 4 *Literatura: novelas, cuentos y leyendas, poesía, leer*)
- II. Sans, N., Miquel, L. Lola Lago (2003). *Sin noticias* (B2). Barcelona: Editorial Difusión.

III. Soler-Espiauba, D. (2008). *Dos semanas con los ticos* (A1-A2). Costa Rica: CEGAL.

IV. Soler-Espiauba, D. (2014). *Los espejuelos de Lennon* (A1). Cuba: CEGAL.

V. *Hoy en clase. Campus Difusión*. <https://campus.difusion.com/dashboard>

VI. Learn Spanish through Music, SUBLingual Music, Latest Edition

Additional material may be provided by the department.

Material in the form of audio, visual and audio-visual tools and exercises will be selected by the course instructor and brought to the class.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Skill Enhancement Courses (SEC)**

**Course Code: SPS251**

**Course Title: Spanish through Audio-visual texts-IV**

**Credits: 2 Hours per week: 2 (Lectures)**

**Objectives/Course Out Come (COC):** At the end of Semester-IV, a student will be able to

- acquire the Listening, Analytical and Communicative Skills in Spanish language of the learner through the use of audio-visual material such as songs, films, games, pictures, advertisements, videos, audios and ICT based activities adapted equivalent to B1.1 level;
- show comprehension of the audio-visual material (equivalent to B1.1 level) by answering questions on the same in written and oral form.

**Course outline:**

It is divided into two sections with two-semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
<b>I. Your dreams and improbable plans</b> [Use of conditional tense for hypothetical situation and future of past]	<b>III. Your Emotions</b> [Use of Present Subjunctive to express emotions]
<b>II. Your Opinions</b> [Expressing opinions on issues, expressions and connectors such as porque, ya que, hasta que]	<b>IV. Your Disagreements</b> [Use of Present Subjunctive to express disagreement, doubt, reject an idea and express disagreement]

**Material:**

Audio-visual material will be compiled and provided by the department and will be used in the classroom/language lab/smart class.

Suggested Resources:

<https://www.profedelee.es/>

Nuevo Español en marcha 2, SGEL, Youtube Channel. **Link:**

[https://www.youtube.com/watch?v=\\_VG\\_aF8-r7w&list=PLdzqcdsXmqB\\_8Tnwc\\_2nSp2Z51Dt\\_xT4X](https://www.youtube.com/watch?v=_VG_aF8-r7w&list=PLdzqcdsXmqB_8Tnwc_2nSp2Z51Dt_xT4X)

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Discipline Specific Electives (DSE)**

**Course Code: SPE251**

**Course Title: Introduction to History of Spanish Speaking World-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-IV, a student will be able to

- acquire introductory level knowledge about Spanish and Latin American History of 19<sup>th</sup> and 20<sup>th</sup> century
- identify the key features of different historical periods
- recognise the major cultural and artistic production of each historical period taught
- show acquired knowledge by answering questions on such texts in written and oral form

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b> (19th century)	<b><u>From Mid-Term to End-Term</u></b> (20th century)
I. Napoleonic Invasion and War of Independence in Spain  (Popular resistance, emergence of liberals, constitution of Cádiz)	V. Mexican Revolution and Social Change in early 20 <sup>th</sup> century  (Rise in the number of workers, European immigration to Latin America, inequality, intellectuals, and populist leaders such as Juan Perón from Argentina, Getúlio Vargas from Brazil and Lázaro Cardenas from Mexico)



<p><b>II.</b> Emancipation of Latin American Colonies</p> <p>(Birth of Nation-States in Latin America, Role of Liberators)</p>	<p><b>VI.</b> Second Republic, Civil War and Francoist Regime in Spain</p> <p>(Liberal Reforms, Reaction and Imposition of National-Catholic Ideology by Franco)</p>
<p><b>III.</b> Conflict between conservatives and liberals in Spain and Latin America throughout the 19<sup>th</sup> century</p> <p>(Carlists vs Liberals in Spain, Unitarians vs Federalists in America, Political Ideologies and Political Parties)</p>	<p><b>VII.</b> Cuban Revolution, Cold War and Democratization in Latin America</p> <p>(Revolutionary Movements in Latin America, Dictatorships of 1970s, 80s in Argentina, Brazil, Chile, U.S Intervention)</p>
<p><b>V.</b> Caudillismo and Militarism in Latin America and Caciquism in Spain</p> <p>(Dictators and military declarations, Restored Monarchy 1874, Porfiriato in Mexico, Modernization and Industrialization)</p>	<p><b>VIII.</b> Contemporary Spain and Latin American</p> <p>(Transition to Democracy after Franco's death, Spain's incorporation in EU, Neoliberal Economic Policies in 1990s, NAFTA)</p>

**Material:**

**Learning/Teaching material:** To be compiled and provided by the course incharge.

Additional material may be provided by the department.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**Course Code: SPE252**

**Course Title: Introduction to Literature of Spanish Speaking World-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-IV, a student will be able to

- acquire introductory level knowledge about Spanish and Latin American Literature of 19<sup>th</sup> and 20<sup>th</sup> century
- understand the characteristics of major literary trends and tendencies in a given historical context

- recognise the seminal texts and authors pertaining to the major literary trends and tendencies
- show acquired knowledge by answering questions on such texts in written and oral form

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b> (19th century)	<b><u>From Mid-Term to End-Term</u></b> (20th century)
<p>I. Romanticism in Spain</p> <p>Espronceda, Larra, José Zorilla, Bécquer, Rosalía de Castro</p>	<p>V. 20th Century Spanish Literature</p> <p>(<i>Modernismo</i> up to Post Civil War)</p> <p>Generation of 98: Unamuno, Pío Baroja, Azorín, Valle-Inclán, Antonio Machado, Maeztu, Ganivet</p> <p>Generation of 1914/<i>Novecentismo</i>: Ortega y Gasset, Juan Ramón Jiménez, Ramón Gómez de la Serna</p> <p>Generation of 1927: Lorca, Pedro Salinas, Rafael Alberti, Luis Cernuda, Rosa Chacel, Ramon J. Sender</p> <p>Post Civil War Literature in Spain: Camilo José Cela, Carmen Laforet, Miguel Delibes, Ana María Matute,</p>

<p>II. Romanticism in Latin America</p> <p>Lizardi, <i>El Periquillo Sarniento</i> (early 19th Century, between neoclassicism and romanticism)</p> <p>Romanticism: “Foundational Fictions”, Estebán Echeverría, José Mármol, Jorge Isaacs, Domingo Faustino Sarmiento, Gertrudis Gómez de Avellaneda, Clorinda Matto de Turner</p> <p><i>Costumbrismo: Tradiciones Peruanas</i></p>	<p>VI. 20th Century Latin American Literature</p> <p><i>Vanguardismo</i>: Mistral, Neruda, Borges, César Vallejo, Octavio Paz</p> <p><i>Novelas de la tierra / Novelas Regionalistas</i>: Rómulo Gallegos</p> <p><i>Novelas Indigenistas</i>: Miguel Ángel Asturias, Ciro Alegría,</p> <p><i>Novelas Políticas/ Novelas de la revolución mexicana</i>: Mariano Azuela</p> <p>Short Story: Horacio Quiroga, Borges</p> <p><i>Lo Real Maravilloso</i>: Carpentier</p> <p><i>Lo Realismo Mágico</i>: Márquez, Juan Rulfo, Isabel Allende, Laura Esquivel</p> <p>Boom: Márquez, Carlos Fuentes, Cortázar, Llosa</p> <p><i>Testimonio: Me llamo Rigoberta Menchú</i></p>
<p>III. Realism and <i>Naturalismo</i> in Spain</p> <p>Galdós, Emilia Pardo Bazán, Clarín, Ramón de Campoamor</p>	<p>VII. Current Literary Trends in Spain</p> <p>Literature from the Democracy</p> <p>Eduardo Mendoza, Javier Marías, Almudena Grandes, Antonio Muñoz Molina, Elvira Navarro, Javier Cercas,</p>
<p>IV. Realism and <i>Naturalismo</i> in Latin America</p> <p>Alberto Blest Gana, Federico Gamboa</p>	<p>VIII. Current Literary Trends in Latin America</p> <p>Post Boom</p> <p>Manuel Puig, Severo Sarduy, Roberto Bolaño, Luisa Valenzuela, Elena Poniatowska, Isabel Allende, Clarice Lispector, Cristina Peri Rossi, Giannina Braschi</p>

**Material:**

**Learning/Teaching material:** To be compiled and provided by the course incharge.

Additional material may be provided by the department.

**Mode of Evaluation:**

- |                                       |     |
|---------------------------------------|-----|
| 1. Mid-Term Exam:                     | 30% |
| 2. Final Exam:                        | 50% |
| 3. Continuous Evaluation/Assignments: | 20% |

**B.A. (Hons.) Spanish 3rd year – Description**

The 3rd year of the B.A. (Hons.) in Spanish is divided into **two** semesters. Each semester carries **22 credits** each i.e. at the end of the third year a student will have earned **132 credits in total**. If a student chooses to exit at the end of the third year he or she will be awarded a

**B.A. (Hons.) in Spanish.**

**Teaching Hours: 4 credits – 4 hours (3 lectures + 1 Tutorial)**  
**2 credits – 2 hours (2 lectures only)**

**B.A. (Hons.) Spanish 3rd year – Syllabus**

**Semester-V**

**Discipline Specific Courses (DSC)**

**Course Code: SPC301**

**Course Title: Spanish in Context: Applying Reading and Writing Skills-I**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-V, a student will be able to

- read texts using all types of past tense.
- identify linguistic nuances in texts.
- write about situations and express opinions.
- complete the level B2-C1 according to CEFRL and use the language for specific purposes in reading and writing.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
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I. General and complex usage of OD and OI	V. Oraciones subordinadas temporales referidas al pasado, presente y futuro. Marcadores de tiempo y uso de los tiempos y modos verbales.
II. El Condicional Compuesto	VI. Oraciones subordinadas condicionales reales e hipotéticas. Uso de <i>Si</i> , <i>De</i> +Infinitivo, <i>Si llego a</i> +INF, <i>Si</i> +Presente IND (valor de acción irreal en el pasado)
III. El Pretérito Pluscuamperfecto de Subjuntivo	VII. Oraciones subordinadas sustantivas con verbos de deseo, sentimiento, opinión e influencia
IV. Perífrasis verbales con gerundio e infinitivo: <i>echarse a</i> +inf/ <i>ponerse a</i> +inf/ <i>llevar</i> +gerundio/ <i>llevar</i> sin+inf./ <i>ir</i> +gerundio/ <i>terminar</i> +gerundio/ <i>pasarse</i> +gerundio/ <i>sol</i> er+inf	VIII. El estilo indirecto. Verbo <i>decir</i> y otros verbos de transmisión.  Oraciones subordinadas concesivas con <i>aunque</i> +indicativo/subjuntivo  Organizadores del discurso

### **Material:**

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

Suggested Books:

SANS, Neus, *Aula Internacional 5*, Barcelona: Editorial Difusión.

VV.AA., *Abánico*, ed. Difusión (libro del alumno y cuaderno de ejercicios)

### **Bibliography**

#### **Dictionary**

REAL ACADEMIA ESPAÑOLA, *Diccionario de la Lengua Española*, Madrid, Espasa,2011  
Consulta en línea : <http://www.rae.es/recursos/diccionarios/drae>

REAL ACADEMIA ESPAÑOLA, *Diccionario panhispánico de dudas*, Madrid, Espasa,2005  
Consulta en línea : <http://www.rae.es/recursos/diccionarios/dpd>

VV.AA., Diccionario *Clave*, ed. SM Consulta en línea :  
<http://clave.smdiccionarios.com/app.php>

GÓMEZ TORREGO, Leonardo, *Ortografía súper fácil de la Lengua Española*, Madrid, Espasa, 2012 REAL ACADEMIA ESPAÑOLA, *Ortografía de la Lengua Española*, Madrid, Espasa, 2010

### **Grammar books (theory)**

1. GÓMEZ TORREGO, Leonardo, *Gramática fácil de la Lengua Española*, Madrid, Espasa, 2012 MATTE BON, Francisco, *Gramática comunicativa del español*, Tomo I y II, Madrid, Edelsa, 1992

### **Grammar books (practice)**

CASTRO, Francisca, *Uso de la gramática española*, Nivel Avanzado, Madrid, Edelsa, 1997

CORONADO, María Luisa. *Los pronombres personales*. (Colección *Paso a paso*. *Autoaprendizaje de la gramática española*). Madrid, Edinumen, 2000.

CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *Materia Prima*, Madrid, SGEL, 1996

CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *A fondo*. (Avanzado), Madrid, SGEL, 2003 y 2004

MARTÍN PERIS, Ernesto (et alter), *Gente 3* (nueva edición), Libro del alumno y Cuaderno de trabajo, Barcelona, Difusión, 2005

V.V.A.A., *Gramática básica del español*. Difusión. Barcelona

Additional material may be provided by the department.

Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

### **Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC302**

**Course Title: Spanish in Context: Applying Listening and Speaking Skills-I**  
**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-V, a student will be able to

- talk about past from different perspectives.
- identify linguistic nuances in the texts.
- describe situations and express opinions.
- complete level B2-C1 according to CEFRL and use the language for specific purposes.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. General and complex usage of OD and OI	V. Oraciones subordinadas temporales referidas al pasado, presente y futuro. Marcadores de tiempo y uso de los tiempos y modos verbales.
II. El Condicional Compuesto	VI. Oraciones subordinadas condicionales reales e hipotéticas. Uso de <i>Si</i> , <i>De</i> +Infinitivo, <i>Si llego a</i> +INF, <i>Si</i> +Presente IND (valor de acción irreal en el pasado)
III. El Pretérito Pluscuamperfecto de Subjuntivo	VII. Oraciones subordinadas sustantivas con verbos de deseo, sentimiento, opinión e influencia
IV. Perífrasis verbales con gerundio e infinitivo: <i>echarse a</i> +inf/ <i>ponerse a</i> +inf/ <i>llevar</i> +gerundio/ <i>llevar sin</i> +inf./ <i>ir</i> +gerundio/ <i>terminar</i> +gerundio/ <i>pasarse</i> +gerundio/ <i>sol</i> er+inf	VIII. El estilo indirecto. Verbo <i>decir</i> y otros verbos de transmisión.  Oraciones subordinadas concesivas con <i>aunque</i> +indicativo/subjuntivo  Organizadores del discurso

**Material:**

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

Suggested Books:

SANS, Neus, *Aula Internacional 5*, Barcelona: Editorial Difusión.

VV.AA., *Abanico*, ed. Difusión (libro del alumno y cuaderno de ejercicios)

## **Bibliography**

### **Dictionary**

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Consulta en línea : <http://www.rae.es/recursos/diccionarios/drae>

REAL ACADEMIA ESPAÑOLA, *Diccionario panhispánico de dudas*, Madrid, Espasa, 2005  
Consulta en línea : <http://www.rae.es/recursos/diccionarios/dpd>

VV.AA., *Diccionario Clave*, ed. SM Consulta en línea :  
<http://clave.smdiccionarios.com/app.php>

GÓMEZ TORREGO, Leonardo, *Ortografía súper fácil de la Lengua Española*, Madrid, Espasa, 2012  
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MATTE BON, Francisco, *Gramática comunicativa del español*, Tomo I y II, Madrid, Edelsa, 1992
- **Grammar books (practice)**
- CASTRO, Francisca, *Uso de la gramática española*, Nivel Avanzado, Madrid, Edelsa, 1997
- CORONADO, María Luisa. *Los pronombres personales*. (Colección *Paso a paso*. *Autoaprendizaje de la gramática española*). Madrid, Edinumen, 2000.
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *Materia Prima*, Madrid, SGEL, 1996
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *A fondo*. (Avanzado), Madrid, SGEL, 2003 y 2004
- MARTÍN PERIS, Ernesto (et alter), *Gente 3* (nueva edición), Libro del alumno y Cuaderno de trabajo, Barcelona, Difusión, 2005
- V.V.A.A., *Gramática básica del español*. Difusión. Barcelona

Additional material may be provided by the department.



Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC303**  
**Course Title: Reading and Analysis of Texts-I**  
**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-V, a student will be able to

- study different types of texts.
- identify linguistic nuances in the texts.
- analyse texts through analogies and imitation.
- learn and use the vocabulary in a context.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term</u></b> <b><u>Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Cartoon Strips	V. Articles on culture and society
II. Celebrity Interviews	VI. Advertisements
III. Product manuals, and description (instructions on usage etc.)	VII. Spanish/Latin American Historical Films: <i>La Celestina</i> (1996), <i>Lázaro de Tormes</i> (2001), <i>1492: Conquest of Paradise</i> (1992), <i>The Mission</i> (1986)
IV. Emails and mobile/text messages	VIII. Excerpts from early literary representations such as <i>La Celestina</i> , <i>Lazarillo de Tormes</i> , <i>El Retablo de las Maravillas</i> , <i>Veitínún sonetos de amor</i>

**Material:**

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

Suggested Books:

J. Manuel Cabrales Arteaga, *Manual de literatura española y latinoamericana*, Madrid: SGEL (2009).

Guillermo Hernández, *Literatura española y hispanoamericana 2*, Madrid: SGEL (2009).

Additional material may be provided by the department.

Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Discipline Specific Electives (DSE)**

**Course Code: SPE301**

**Course Title: Introduction to Translation-I**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-V, a student will be able to

- understand the language used in industries.
- employ the techniques of translation.
- understand the concept of machine translation and its limitations.
- translate scientific and technical texts.

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

**Course outline:**

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>

I. Identification of genre of texts	V. Translation of texts on banking
II. Techniques of Translation	VI. Translating brochures
III. Translation of CV and job applications	VII. Translating advertisements
IV. Translation of contracts/agreements	VIII. Making word-glossary from the above-mentioned text types and problems of translation of scientific and technical texts.

**Material:**

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

Suggested Books:

- Aguirre Blanca; Hernández, Consuelo, *Curso de español comercial*, SGEL, Madrid, 1987.
- De Enterría, Josefa Gómez, *Correspondencia comercial en español*, SGEL, Madrid, 1990.
- Dhingra, Anil; Ganguly, S.P., *A Manual of Professional Spanish*, Centre for Latin American & Carribean Studies of India, New Delhi, 1994.
- Haywood, Loiuise M.; Thompson, Michael; Harvey, Sandor, *Thinking Spanish translation: a course in translation method Spanish to English*, Routledge, Oxon, 2009.
- Valdivieso, José H.; Valdivieso, L. Teresa, D. C. Heath / Co., *Negocio y comunicación*, Lexington, Massachussets, 1988.

Additional material may be provided by the department.

Source texts for translation will be collated and compiled by the course instructor according to the units mentioned above.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPE302**  
**Course Title: Spanish Literature-I**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of the Semester V, a student will be able to

- get an overview of the key trends, works, authors and movements of Spanish literature (from Middle Ages till 18<sup>th</sup> century)
- read and analyze the formal aspects of fragments from important works of Spanish literature (from Middle Ages till 18<sup>th</sup> century)
- read and analyze the content and themes of fragments from important works of Spanish literature (from Middle Ages till 18<sup>th</sup> century).
- express the understanding and knowledge gained through the course in written and oral form

**Course outline:**

It is divided into two sections with two semester, Middle Ages to Renaissance will be taught till the Mid-Term examination and Baroque to Neoclassical literature will be taught till the final exams.

**Content:**

The course comprises of a total of 8 units divided into two sections. The course in charge may choose some of the fragments from the texts suggested (not all).

<b>Upto Mid Term</b>	<b>Upto End Term</b>
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<p><b>Unit I Middle Ages Poetry</b> Suggested works/authors/concepts: <i>El Cantar del Mío Cid</i>, Mester de Clerecía, Mester de Juglaría</p> <p><b>Unit II Middle Ages Prose</b> Suggested works/authors: <i>El Conde Lucanor</i>, <i>Libro de buen amor</i>, <i>La Celestina</i>, Alfonso X, el Sabio</p> <p><b>Unit III Renaissance Poetry</b> Suggested works/authors: Garcilaso de la Vega, San Juan de la Cruz, Jorge Manrique</p> <p><b>Unit IV Renaissance Prose</b> Suggested works/authors/concepts: Humanism, <i>Don Quijote de la Mancha</i> by Miguel de Cervantes, <i>Lazarillo de Tormes</i>, Different Genres of Novelas Ejemplares (Picaresque, Morisca etc.)</p>	<p><b>Unit V Baroque Poetry</b> Suggested works/authors/concepts: Conceptismo and Culteranismo, Luis de Góngora and Francisco de Quevedo</p> <p><b>Unit VI Baroque Drama</b> Suggested works/authors/concepts: <i>Desengaño y desilusión</i>, National Theatre, <i>La vida es sueño</i> by Calderón de la Barca, <i>Fuenteovejuna</i> by Lope de Vega</p> <p><b>Unit VII Baroque Prose</b> Suggested works/authors/concepts: <i>El Buscón</i> by Francisco de Quevedo, <i>El Criticón</i> de Baltasar Gracián, María de Zayas Sotomayor</p> <p><b>Unit VIII Enlightenment and Neoclassicism (Prose)</b> Suggested works/authors/concepts: Reason and Truth, Didactic role of literature, <i>Cartas Marruecos</i> by José Cadalso, Jovellanos, Feijóo</p>
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**Material:**

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

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPE303**

**Course Title: Latin American Literature-I**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of the Semester V, a student will be able to

- get an overview of the key trends, works, authors and movements of Latin American literature (from pre-Columbian period till 19<sup>th</sup> century)

- read and analyze the formal aspects of fragments from important works of Latin American literature (from pre-Columbian period till 19<sup>th</sup> century)
- read and analyze the content and themes of fragments from important works of Latin American literature (from pre-Columbian period till 19<sup>th</sup> century)
- express the understanding and knowledge gained through the course in written and oral form

**Course outline:**

It is divided into two sections with two semesters, the focus will be up to early 19<sup>th</sup> century till the Mid-Term examination and late 19<sup>th</sup> century till the final exams.

**Content:**

The course comprises of a total of 8 units divided into two sections. The course in charge may choose some of the fragments from the texts suggested (not all).

<b>Upto Mid Term</b>	<b>Upto End Term</b>
<p><b>Unit I Pre-Columbian Literary Traditions in America</b></p> <p>Suggested works/authors/concepts: <i>Popol Vuh, Chilam Balam, Codex, Creation Myths</i></p>	<p><b>Unit V Romanticism, Costumbrismo and the Nation in Latin American Literature I</b></p> <p><i>María</i> (1867) by Jorge Isaacs, <i>Amalia</i> by José Mármol, <i>Cecilia Valdés</i> (1839) by Cirilo Villaverde</p>
<p><b>Unit II Literature on Latin America during the Colonial Period</b></p> <p>Suggested works/authors/concepts: <i>Crónicas, La verdadera historia de la conquista de nueva España</i> by Bernal Díaz del Castillo, <i>Diaries of Colón, Brevisima Relación de la destrucción de las Indias</i> by Bartolomé de las Casas, <i>La araucana</i> by Alonso de Ercilla, <i>Inca Garcilaso de la Vega</i></p>	<p><b>Unit VI Surge of Costumbrismo and the thoughts on the nation in Latin American Literature</b></p> <p><i>Tradiciones Peruanas</i> by Ricardo Palma, Ideas of Andrés Bello</p>
<p><b>Unit III Emergence of Latin American Literary Tradition, Foundational Texts</b></p> <p>Suggested works/authors/concepts: <i>El Periquillo Sarniento</i> by José Joaquín Fernández de Lizardi, <i>El Matadero</i> by Esteban Echeverría</p>	<p><b>Unit VII Indigenism: its precursors and followers</b></p> <p>Suggested works/authors/concepts: <i>Aves sin nido</i> by Clorinda Matto de Turner, <i>Yawar Fiesta</i> by José María Arguedas Rosario Castellanos</p>

<p><b>Unit IV Surge of Latin American Literary Tradition</b></p> <p>Suggested works/authors/concepts:</p> <p><i>Civilización y Barbarie (Facundo)</i> by Domingo Faustino Sarmiento, <i>Martín Fierro</i> de José Hernández, <i>Sab</i> by Gertrudis Gómez de Avellaneda</p>	<p><b>Unit VIII Modernismo</b></p> <p>Suggested works/authors/concepts:</p> <p><i>Azul</i> by Rubén Darío, <i>Nuestra América</i> by José Martí, <i>Ariel</i> by Jose Enrique Rodó</p>
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**Material:**

**Learning/Teaching material:** To be provided by the course incharge.

Suggested Readings:

Hart, Stephen M. *A companion to Latin American literature*. Woodbridge, Suffolk UK: Tamesis, 2007.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Generic Elective (GE)**

**Course Code: SPG301**

**Course Title: Cinema of Spain and Latin America**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester V, a student will be able to

- get an overview of the key films, filmmakers, themes, movements of cinema in Spain and Latin America
- understand the significance of films in the collective conscious and culture of Spanish speaking world
- analyze and understand films as texts
- express the knowledge and understanding gained in the course through written and oral form

<b>Upto Mid Term</b>	<b>Till End Term</b>
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<p><b>Unit I Advent of Cinema in Spain and Latin America and the impact of sound cinema</b></p>	<p><b>Unit V Dictatorships, censorship and cinema's role in recuperating history</b>  <i>El Espíritu de la colmena</i> by Victor Erice  <i>Los Santos Inocentes</i> Mario Camus  <i>Argentina 1985</i> by Santiago Mitre  <i>Machuca</i> by Andrés Wood</p>
<p><b>Unit II Cinema and Avant-Garde Movements</b>  Luis Buñuel and Salvador Dalí <i>Un chien andalou</i></p>	<p><b>Unit VI Masculinity, queerness and family in Spanish language cinema</b>  La Movida Madrileña- Pedro Almodóvar's Films  <i>Todo sobre mi madre, Y tu mamá también, Roma</i> by Alfonso Cuarón  <i>Amores Perros</i> by Alejandro González Iñárritu</p>
<p><b>Unit III Cinema and the Nation</b>  National Cinema in Mexico and Argentina. Mexican Golden Age Cinema- <i>María Candalera, Allá en el Rancho Grande, Los Olvidados</i>  <i>Bienvenido Mr. Marshall</i>, Luis García Berlanga (Spain)  Carlos Saura</p>	<p><b>Unit VII Women onscreen and behind the camera</b>  Iciar Bollaín's Films- <i>Flores de otro mundo, Te doy mis ojos, También la lluvia</i>  <i>Poniente</i> by Chus Gutiérrez</p>
<p><b>Unit IV New Cinema and Third Cinema in Latin America</b>  <i>Memorias del Subdesarrollo</i> by Tomás Gutierrez Alea  <i>La hora de los hornos</i>- Fernando Pino Solanas and Octavio Gettino</p>	<p><b>Unit VIII The Fantastic and the Horrible in Spanish language cinema</b>  <i>El Laberinto del Fauno</i> by Guillermo del Toro  Alejandro González Iñárritu's films, <i>Birdman</i>  <i>The Orphanage</i> by J. A Boyana  Alejandro Amenábar's films- <i>Los Otros, Tesis, El secreto de sus ojos</i> by Juan José Campanella</p>

**Material:**

**Learning/Teaching material:** To be provided by the course incharge.

Suggested Readings:

King, John. *Magical Reels: A History of Cinema in Latin America*, London and New York: Verso, 2000



*The Cambridge Companion to Modern Latin American Culture*, Cambridge University Press, Cambridge.

*A Companion to Latin American Cinema* Editor(s):María M. Delgado, Stephen M. Hart, Randal Johnson, John Wiley & Sons, Inc. 2017

*Historia del cine español* Gubern, Roman et.al Cátedra (2017)

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Discipline Specific Core Project (DSCP)**

**Course Code: SPP301**  
**Course Title: Introduction to Research**  
**Credits: 2 Hours per week: 2**

**Objectives/Course Out Come (COC):** At the end of Semester-V, a student will be able to

- understand the basics of research.
- Develop necessary skills for academic writing.

**Course outline:**

It is divided into two sections with two-semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 4 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Aspects and terminology of research	III. Structure of the synopsis
II. Suitable areas of research	IV. Formatting an academic work

**Material:**

Suggested Resources:

- Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. 2018.
- Kidwai, Aisha. *SLL&CS Research Handbook*. JNU. 2012. Open access download from: <http://www.jnu.ac.in/SLLCS/SLLCS%20Research%20Manual.pdf>.

- Vázquez, Gracilea. *Guía Didáctica del discurso Académico Escrito*. Edinumen, 2001.

Online Resources:

- The Purdue Online Writing Lab (OWL). <https://owl.english.purdue.edu/>.
- Coursera. ¿Cómo hacer una tesis? (UNAM). <https://www.coursera.org/learn/como-hacer-una-tesis>.

Other materials such as handouts and video links relevant to the course content will be shared by the course instructor.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Semester-VI**

**Discipline Specific Courses (DSC)**

**Course Code: SPC351**

**Course Title: Spanish in Context: Applying Reading and Writing Skills-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-VI, a student will be able to

- read at a high grade of independence.
- adapt the style and speed of reading in various types of texts.
- write texts highlighting the specific purposes.
- Attain level B2-C1 according to CEFRL and use a wide range of vocabulary in reading and writing.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Give and ask for information. Describe people, objects and places.	V. Negotiate, justify, express obligation and necessity.

II. Narrate anecdotes, stories and personal experiences.	VI. Express likes, dislikes, preferences, desires, feeling and physical sensations. Express intentions and make plans.
III. Express observations and ask for opinions.	VII. Give orders commands, ask for help, ask for a favour, rest for things, respond to an order, make a request in formal and informal situations, ask for or give permission. Ask to stop/prohibit, suggest, offer, invite, accept a proposal or send and invitation or advice.
IV. Express knowledge, give approval or rejection, debate, express agreement/disagreement, express certainly, doubt or possibility.	VIII. Discourse in a specific context, personal/formal. Greet/farewell. Introduce someone, request for an excuse, give thanks, congratulate.

### **Material:**

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

Suggested Books:

VV.AA., *Abanico*, ed. Difusión (libro del alumno y cuaderno de ejercicios)

### **Bibliography**

#### **Dictionary**

- REAL ACADEMIA ESPAÑOLA, *Diccionario de la Lengua Española*, Madrid, Espasa, 2011 Consulta en línea : <http://www.rae.es/recursos/diccionarios/drae>
- REAL ACADEMIA ESPAÑOLA, *Diccionario panhispánico de dudas*, Madrid, Espasa, 2005 Consulta en línea : <http://www.rae.es/recursos/diccionarios/dpd>
- VV.AA., *Diccionario Clave*, ed. SM Consulta en línea : <http://clave.smdiccionarios.com/app.php>
- GÓMEZ TORREGO, Leonardo, *Ortografía súper fácil de la Lengua Española*, Madrid, Espasa, 2012 REAL ACADEMIA ESPAÑOLA, *Ortografía de la Lengua Española*, Madrid, Espasa, 2010

#### **Grammar books (theory)**

GÓMEZ TORREGO, Leonardo, *Gramática fácil de la Lengua Española, Madrid*, Espasa, 2012  
MATTE BON, Francisco, *Gramática comunicativa del español*, Tomo I y II, Madrid, Edelsa, 1992

### **Grammar books (practice)**

- CASTRO, Francisca, *Uso de la gramática española*, Nivel Avanzado, Madrid, Edelsa, 1997
- CORONADO, María Luisa. *Los pronombres personales. (Colección Paso a paso. Autoaprendizaje de la gramática española)*. Madrid, Edinumen, 2000.
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *Materia Prima*, Madrid, SGEL, 1996
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *A fondo. (Avanzado)*, Madrid, SGEL, 2003 y 2004
- MARTÍN PERIS, Ernesto (et alter), *Gente 3* (nueva edición), Libro del alumno y Cuaderno de trabajo, Barcelona, Difusión, 2005
- V.V.A.A., *Gramática básica del español*. Difusión. Barcelona

Additional material may be provided by the department.

Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

### **Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPC352**

**Course Title: Spanish in Context: Applying Listening and Speaking Skills-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-VI, a student will be able to

- listen and understand conversations in specific situations.
- adapt the style and speed of speaking in specific situations.
- speak highlighting the specific purposes.
- Attain level B2-C1 according to the CEFRL and use a wide range of vocabulary.

### **Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

### **Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Give and ask for information. Describe people, objects and places.	V. Negotiate, justify, express obligation and necessity.
II. Narrate anecdotes, stories and personal experiences.	VI. Express likes, dislikes, preferences, desires, feeling and physical sensations. Express intentions and make plans.
III. Express observations and ask for opinions.	VII. Give orders commands, ask for help, ask for a favour, rest for things, respond to an order, make a request in formal and informal situations, ask for or give permission. Ask to stop/prohibit, suggest, offer, invite, accept a proposal or send an invitation or advice.
IV. Express knowledge, give approval or rejection, debate, express agreement/disagreement, express certainly, doubt or possibility.	VIII. Discourse in a specific context, personal/formal. Greet/farewell. Introduce someone, request for an excuse, give thanks, congratulate.

### **Material:**

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

Suggested Books:

VV.AA., *Abanico*, ed. Difusión (libro del alumno y cuaderno de ejercicios)

### **Bibliography**

#### **Dictionary**

- REAL ACADEMIA ESPAÑOLA, *Diccionario de la Lengua Española*, Madrid, Espasa, 2011 Consulta en línea : <http://www.rae.es/recursos/diccionarios/drae>
- REAL ACADEMIA ESPAÑOLA, *Diccionario panhispánico de dudas*, Madrid, Espasa, 2005 Consulta en línea : <http://www.rae.es/recursos/diccionarios/dpd>

- VV.AA., Diccionario *Clave*, ed. SM Consulta en línea : <http://clave.smdiccionarios.com/app.php>
- GÓMEZ TORREGO, Leonardo, *Ortografía súper fácil de la Lengua Española*, Madrid, Espasa, 2012 REAL ACADEMIA ESPAÑOLA, *Ortografía de la Lengua Española*, Madrid, Espasa, 2010

### Grammar books (theory)

GÓMEZ TORREGO, Leonardo, *Gramática fácil de la Lengua Española*, Madrid, Espasa, 2012 MATTE BON, Francisco, *Gramática comunicativa del español*, Tomo I y II, Madrid, Edelsa, 1992

### Grammar books (practice)

- CASTRO, Francisca, *Uso de la gramática española*, Nivel Avanzado, Madrid, Edelsa, 1997
- CORONADO, María Luisa. *Los pronombres personales*. (Colección *Paso a paso. Autoaprendizaje de la gramática española*). Madrid, Edinumen, 2000.
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *Materia Prima*, Madrid, SGEL, 1996
- CORONADO GONZÁLEZ, MaLuisa, GARCÍA GONZÁLEZ, Javier y ZARZALEJOS, Alejandro, *A fondo*. (Avanzado), Madrid, SGEL, 2003 y 2004
- MARTÍN PERIS, Ernesto (et alter), *Gente 3* (nueva edición), Libro del alumno y Cuaderno de trabajo, Barcelona, Difusión, 2005
- V.V.A.A., *Gramática básica del español*. Difusión. Barcelona

Additional material may be provided by the department.

Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

### **Mode of Evaluation:**

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|--------------------------------------|-----|
| • Mid-Term Exam:                     | 30% |
| • Final Exam:                        | 50% |
| • Continuous Evaluation/Assignments: | 20% |

**Course Code: SPC353**  
**Course Title: Reading and Analysis of Texts-II**  
**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester-VI, a student will be able to

- study different types of texts.
- identify the linguistic nuances in the texts.
- analyse texts through analogies and imitation.
- learn and use the vocabulary in a context.

**Course outline:**

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Biographies	V. Reports on products, incidents reasoning out the merits and merits.
II. Blogs of famous celebrities from Hispanic world	VI. Texts with facts and figures of personal and hypothetical experiences.
III. Recipe books	VII. Spanish/Latin American Contemporary films primarily realised after the Franco's regime in Spain and independence of Latin American countries.  <i>Todo sobre mi madre</i> (1999), <i>Machuca</i> (2004)
IV. Emails and mobile/text messages	VIII. Excerpts from literary representations such as from 20th and 21st Century Spain and Latin American countries in order to understand the contemporary society in the Hispanic world.

**Material:**

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

Suggested Books:

1. J. Manuel Cabrales Arteaga, *Manual de literatura española y latinoamericana*, Madrid: SGEL (2009).
1. Guillermo Hernández, *Literatura española y hispanoamericana 2*, Madrid: SGEL (2009).

Additional material may be provided by the department.

Material from manuals, newspapers, magazines and e-resources will be graded and selected by the course instructor for the class.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Discipline Specific Electives (DSE)**

**Course Code: SPE351**

**Course Title: Introduction to Translation-II**

**Credits: 4 Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Outcome (COC):** At the end of Semester-VI, a student will be able to

- understand the language used in literary texts.
- employ the techniques of translation in context of literature and culture.
- understand the concept of literary translation and its scope.
- translate literary texts.

It is divided into two sections with two semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 8 units divided into two sections.

**Course outline:**

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Identification of genre of texts	V. Translation of excerpts from literary essays
II. Techniques and theories of Translation	VI. Translating travelogues and travel guides
III. Translation of excerpts from poetry	VII. Translating excerpts from stories and novels
IV. Translation of excerpts from folktales and children literature	VIII. Making word-glossary from the above-mentioned text types and problems of



	translation of scientific and technical texts.
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**Material:**

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

Suggested Books:

- Aguirre Blanca; Hernández, Consuelo, *Curso de español comercial*, SGEL, Madrid, 1987.
- De Enterría, Josefa Gómez, *Correspondencia comercial en español*, SGEL, Madrid, 1990.
- Dhingra, Anil; Ganguly, S.P., *A Manual of Professional Spanish*, Centre for Latin American & Caribbean Studies of India, New Delhi, 1994.
- Haywood, Loiuise M.; Thompson, Michael; Harvey, Sandor, *Thinking Spanish translation: a course in translation method Spanish to English*, Routledge, Oxon, 2009.
- Valdivieso, José H.; Valdivieso, L. Teresa, D. C. Heath / Co., *Negocio y comunicación*, Lexington, Massachussets, 1988.

Additional material may be provided by the department.

Source texts for translation will be collated and compiled by the course instructor according to the units mentioned above.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPE352**

**Course Title: Spanish Literature-II**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester VI, a student will be able to

- get an overview of the key trends, works, authors and movements of Spanish literature (from 19<sup>th</sup> century to the contemporary period)
- read and analyze the formal aspects of fragments from important works of Spanish literature (from 19<sup>th</sup> century to the contemporary period)
- read and analyze the content and themes of fragments from important works of Spanish literature (from 19<sup>th</sup> century to the contemporary period)
- express the understanding and knowledge gained through the course in written and oral form

**Course outline:**

- It is divided into two sections with two semesters, the focus will be on 19<sup>th</sup> century till the Mid-Term examination and 20<sup>th</sup> century to contemporary period in the till the final exams.

**Content:**

- The course comprises of a total of 8 units divided into two sections. The course in charge may choose some of the fragments from the texts suggested (not all).

<b>Upto Mid Term</b>	<b>Upto End Term</b>
<p><b>Unit I 19<sup>th</sup> century Romanticism (Poetry)</b> Suggested works/authors/concepts: José de Espronceda, <i>El Estudiante de Salamanca</i>, <i>Canción del Pirata</i>, Rosalía de Castro, Gustavo Adolfo Bécquer</p> <p><b>Unit II Romanticism (Drama and Prose)</b> Suggested works/authors/concepts: <i>Don Juan Tenorio</i>- José Zorilla, <i>La Fuerza del Sino</i>- Duque de Rivas, Mariano José de Larra Artículo, Costumbrismo</p> <p><b>Unit III Realism (Prose)</b> Suggested works/authors/concepts: <i>Pepita Jiménez</i> by Juan Valera, <i>Fortunata y Jacinta</i>, <i>Doña Perfecta</i> by Benito Pérez Galdós, <i>La Regenta</i> by Clarín, Cuentos by Emilia Pardo Bazán</p> <p><b>Unit IV G98 and Modernism</b> Suggested works/authors/concepts: Miguel de Unamuno, Valle Inclán, Pío Baroja, Azorín, Intrahistoria, Spain and Castile</p>	<p><b>Unit V Changes in art and literature in the turn of the century</b> Suggested works/authors/concepts: Antonio Machado, Juan Ramón Jiménez, From Jacinto Benavente's comedy to Valle Inclán's <i>Esperpento</i>, <i>Dehumanized Art</i> of Ortega y Gasset</p> <p><b>Unit VI Avant-Garde, G.27 and Spanish Civil War</b> Suggested works/authors/concepts: Surrealism and other <i>ismos</i>, Neopopularismo, Federico García Lorca, Rafael Albertí, Pedro Salinas, Miguel Hernández, Lorca's Rural Tragedies</p> <p><b>Unit VII Posguerra</b> Suggested works/authors/concepts: <i>Nada</i> by Carmen Laforet, <i>La Familia de Pascual Duarte</i> by Camilo José Cela, <i>El Jarama</i> by Rafael Sanchez Ferlosio, <i>Tiempo de Silencio</i> by Luis Martín-Santos, <i>Los Santos Inocentes</i> by Miguel Delibes</p> <p><b>Unit VIII Contemporary Spanish literature</b> Suggested works/authors/concepts: <i>Soldados de Salamina</i> by Javier Cercas, <i>Corazón tan blanco</i> by Javier Marías, <i>El corazón helado</i> by Almudena Grandes</p>

**Material:**

**Learning/Teaching material:** To be provided by the course incharge

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Course Code: SPE353**

**Course Title: Latin American Literature-II**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester VI, a student will be able to

- get an overview of the key trends, works, authors and movements of Latin American literature (from 20<sup>th</sup> century till the contemporary period)
- read and analyze the formal aspects of fragments from important works of Latin American literature (from 20<sup>th</sup> century till the contemporary period)
- read and analyze the content and themes of fragments from important works of Latin American literature (from 20<sup>th</sup> century till the contemporary period)
- express the understanding and knowledge gained through the course in written and oral form

**Course outline:**

It is divided into two sections with two semesters, the focus will be on early 20<sup>th</sup> century till the Mid-Term examination and from middle of 20<sup>th</sup> century till the contemporary period upto final exams.

**Content:**

The course comprises of a total of 8 units divided into two sections. The course in charge may choose some of the fragments from the texts suggested (not all).

<b>Up to Mid Term</b>	<b>Upto End Term</b>
<b>Unit I Latin American Poetry early 20<sup>th</sup> century</b> Suggested poets Gabriela Mistral, Pablo Neruda, Cesar Vallejo, Octavio Paz	<b>Unit V Magic Realism and ‘Lo Real Maravilloso’</b> Suggested works/authors/concepts: Gabriel García Márquez, Alejo Carpentier, Julio Cortázar, Carlos Fuentes, Mario Vargas Llosa

<p><b>Unit II Novelas de la tierra or Regionalist and Indegenist Novels</b></p> <p>Suggested works/authors/concepts:</p> <p><i>Doña Bárbara</i> by Rómulo Gallegos, <i>Don Segundo Sombra</i> by Ricardo Güiraldes,</p> <p><i>La vorágine</i> by José Eustasio Rivera</p> <p><i>El mundo es ancho y ajeno</i> by Ciro Alegría</p> <p><i>Huaspungo</i> by Jorge Icaza</p>	<p><b>Unit VI Latin American literature beyond the Boom</b></p> <p>Suggested works/authors/concepts:</p> <p>Severo Sarduy, Manuel Puig, Mario Benedetti, Eduardo Galeano. Jose Lizama Lima, Juan Carlos Onnetti,</p> <p>Anti Poetry of Nicanor Parra, Poetry of Roque Daltón</p>
<p><b>Unit III Novels of Mexican Revolution and of Dictatorship</b></p> <p>Suggested works/authors/concepts:</p> <p><i>Los de abajo</i> by Mariano Azuela,</p> <p><i>El señor presidente</i> by Miguel Ángel Asturias</p> <p><i>El llano en llamas</i> and <i>Pedro Páramo</i> by Juan Rulfo</p>	<p><b>Unit VII Latin American Women Writers Prose and Poetry</b></p> <p>Luisa Valenzuela, Alfonsina Storni, Cristina Perri Rossi, Clarice Lispector</p>
<p><b>Unit IV Latin American Short Story and Fantastic in Literature</b></p> <p>Suggested works/authors/concepts:</p> <p>Jorge Luis Borges, Horacio Quiroga, Felisberto Hernández, Roberto Alt</p>	<p><b>Unit VIII Contemporary Trends and Latino writers</b></p> <p>Roberto Bolaño, Isabel Allende, Diamela Eltit, Sandra Cisneros, Gloria Anzaldúa, Junot Díaz</p>

**Material:**

**Learning/Teaching material:** To be provided by the course incharge

Suggested Readings:

Hart, Stephen M. *A companion to Latin American literature*. Woodbridge, Suffolk UK: Tamesis, 2007.

*The Cambridge Companion to Modern Latin American Culture*, Cambridge University Press, Cambridge.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Generic Elective (GE)**

**Course Code: SPG351**

**Course Title: Art of Spain and Latin America**

**Credits: 4      Hours per week: 4 (3 Lectures + 1 Tutorial)**

**Objectives/Course Out Come (COC):** At the end of Semester VI, a student will be able to

- understand and Appreciate what Art is and its significance in culture
- get an overview of the key trends, works, authors and movements in art of Spain and Latin America
- learn to visually recognize the main art works and styles introduced in the course
- express through written and oral form the knowledge and understanding gained in the course

<b>Upto Mid Term</b>	<b>Upto End Term</b>
<b>Unit I Art of Prehistoric Age upto Middle Ages in the Iberian Peninsula</b> Suggested works/ artists: Cave Paintings, Busts of Elche and Baza, Roman, Romanesque and Gothic Architecture, Islamic Art and Architecture	<b>Unit V Art and Aesthetics of the pre-Colombian civilizations and Colonial Period</b> Suggested works/ artists: Mayan, Aztec and Inca Architecture, Iconography found in codex, Popul Vuh and Chilam Balam, Casta Paintings, Structure of religious and non-religious buildings in Latin America
<b>Unit II Renaissance Art in Spain</b> Suggested works/ artists: El Greco, Murillo, El Escorial, Plateresque, Paintings of Martyrs and Jesus's Suffering	<b>Unit VI Modernism in Latin American Art: Muralism in Mexico, Public Art in Latin America</b> Suggested works/ artists: José Clemente Orozco, Alfaro Siqueiros, Diego Rivera, Tarsila do Amaral, Architecture of Carlos Raul Villanueva, Caracas University City, El Silencio

<p><b>Unit III Baroque Art in Spain</b> Suggested works/ artists: Zurbaran, Velazquez, <i>Las Meninas</i>, Churriguera, Universidad de Salamanca, Santiago de Compostela</p>	<p><b>Unit VII Feminist Art and Protest in Latin American Art</b> Suggested works/ artists: Frida Kahlo, <i>Arpilleras</i> of Chile, Mafalda, Female Caricature, cartoonists in Argentina, Street Art and Graffiti under dictatorships</p>
<p><b>Unit IV Modern Art in Spain</b> Suggested works/ artists: Goya- the father of modern art, <i>Fusilamiento de Tres de Mayo</i>, Sorolla's expressionism, surrealism, cubism Avant-Garde Artists of Spain- Picasso, Dalí, Miro, Antonio Gaudi's Architecture</p>	<p><b>Unit VIII Caricature, Cartoons, African influence in Latin American Art</b> Suggested works/ artists: Fernando Botero and Wifredo Lam</p>

**Material:**

**Learning/Teaching material:** To be provided by the course incharge

Suggested Readings:

<https://smarthistory.org/latin-american-intro/>

Bethel, Leslie. *A Cultural History of Latin America: Literature, Music and the Visual Arts in the 19th and 20th Centuries*. United Kingdom, Cambridge University Press, 1998.

A Companion to Latin American Literature and Culture, Editor(s):Sara Castro-Klaren, [DOI:10.1002/9781119692591. John Wiley & Sons Ltd. 2022

King J, ed. *The Cambridge Companion to Modern Latin American Culture*. Cambridge University Press; 2004.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%

**Discipline Specific Code Project (DSCP)**

**Course Code: SPCP351**

**Course Title: Theories and Methods of Research**

**Credits: 2 Hours per week: 2**

**Objectives/Course Out Come (COC):** At the end of Semester-VI, a student will be able to

- understand the theories and methods of research.
- apply the acquired research skills and produce it in writing.

**Course outline:**

It is divided into two sections with two-semester (Mid-Term and Final) exams.

**Content:**

The course comprises of a total of 4 units divided into two sections.

<b><u>Up to Mid-Term Units</u></b>	<b><u>From Mid-Term to End-Term</u></b>
I. Theories of research	III. Academic integrity and quality in research
II. Methods of research	IV. Producing a write-up (Book Review/Synopsis/Term Paper etc.)

**Material:**

Suggested Resources:

1. Deshpande, H.V. *Research in Literature and Language: Philosophy, Areas and Methodology*. 2018.
2. Kidwai, Aisha. *SLL&CS Research Handbook*. JNU. 2012. Open access download from: <http://www.jnu.ac.in/SLLCS/SLLCS%20Research%20Manual.pdf>.
3. Vázquez, Gracilea. *Guía Didáctica del discurso Académico Escrito*. Edinumen, 2001.
4. *Academic Integrity and Research Quality*, University Grants Commission, 2021.

Online Resources:

1. The Purdue Online Writing Lab (OWL). <https://owl.english.purdue.edu/>.
2. Coursera. ¿Cómo hacer una tesis? (UNAM). <https://www.coursera.org/learn/como-hacer-una-tesis>.

Other materials such as handouts and video links relevant to the course content will be shared by the course instructor.

**Mode of Evaluation:**

- Mid-Term Exam: 30%
- Final Exam: 50%
- Continuous Evaluation/Assignments: 20%