

**Department of Foreign Languages**

**JAMIA MILLIA ISLAMIA**

**B.A. (Hons.) 4 Years Integrated Programme (Multiple Entry- Exit)**

**in**

**Spanish and Latin American Studies**



**2025**

## SPANISH AND LATIN AMERICAN STUDIES

### 4 Years Integrated Multiple Entry- Exit

#### B.A. (Hons.) Programme

in

#### Spanish and Latin American Studies

The Spanish and Latin American Studies programme under the Department of Foreign Languages offers a B.A. (Hons.) Programme **4 Years Integrated Multiple Entry- Exit** in Spanish and Latin American Studies.

#### **Objectives**

In today's era of increasing globalization, the ability to communicate effectively in another language and with a person from another culture and country is highly sought-after. To be a part of the world you have to be a part their culture, and learning the language is one of the best ways to do that. The objective of the **BA (Hons.) 4 Years Integrated Programme Multiple Entry- Exit in Spanish and Latin American Studies** at Jamia Millia Islamia would be to provide the best foreign language education possible to our students promoting a comprehensive view of the concerned cultures, languages and literatures in order to enhance the students' ability to compete in the job market and/or to pursue graduate or professional studies in India and abroad.

#### **Relevance of the Programme**

Our students will use their training to develop as:

- Teachers and translators of diverse languages
- Employees of multi-national companies
- Diplomatic and business leaders in international trade
- Scholars and researchers of foreign literatures and cultures in a global academic network
- Volunteers in NGOs and Foreign aid service programs
- Work in entities like diplomatic missions and the UN

This programme will enable the students to start learning Spanish language from beginners' level. The programme would offer a multifaceted syllabus in order to meet the diverse global challenges facing students of the 21st century and enable them to use their skills and cultural awareness to traverse boundaries and borders and help create a true global community for the future.

### Duration of the Programme

The duration of the programme is Eight(8) semesters spread over four academic years and comprises 176 credits, 22 credits for each semester.

There will be multiple entry and exit after completing 2 semesters or One year in a discipline.

A Certificate will be awarded after completing the 1<sup>st</sup> year/ 2 semesters course work

A Diploma will be awarded after completing 2 years of studies/ 4 semesters.

A Bachelor's degree will be awarded after completing 3 years/ 6 semesters.

A Bachelor's degree with Research will be awarded after completing 4 years/ 8 semesters.

Sl. No.	Type of Award	Stage of exit	Mandatory credits to be secured for the award
1	<i>Undergraduate Certificate in the field of Study/Discipline</i>	After successful completion of Semester II	<b>44</b>
2	<i>Undergraduate Diploma in the field of Study/Discipline</i>	After successful completion of Semester IV	<b>88</b>
3	<i>Bachelor of (field of Study) (Honours) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VI	<b>132</b>
4	<i>Bachelor of (field of Multidisciplinary courses of Study)</i> (for multiple core disciplines courses of study)	After successful completion of Semester VI	<b>132</b>
5	<i>Bachelor of (Field of Study/ Discipline) (Honours with Research/Academic Projects/Entrepreneurship) Discipline</i> (for single core discipline course of study)	After successful completion of Semester VIII	<b>176</b>
6	<i>Bachelor of (field of Multidisciplinary courses of Study) (Honours)</i>	After successful completion of Semester VIII	<b>176</b>

### Letter Grades and Grade Points

Letter Grade	Grade point
O (outstanding)	10
A+ (Excellent)	9
A (Very good)	8
B+ (Good)	7
B (Above average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

#### Eligibility

For entry to 1<sup>st</sup> year Integrated Programme. - 10+2 or equivalent qualification with a minimum of 50 % marks.

For entry to 2<sup>nd</sup> year Integrated Programme. - 10+2 or equivalent qualification with a minimum of 50 % marks + 1 year of B.A along with a Certificate or equivalent of prior knowledge of the language.

For entry to 3<sup>rd</sup> Year Integrated Programme - 10+2 or equivalent qualification with a minimum of 50 % marks + 2 years of B.A along with a Diploma or equivalent qualification of prior knowledge of the language.

For entry to 4<sup>th</sup> year Integrated Programme - 10+2 or equivalent qualification with a minimum of 50 % marks + 3 years of B.A along with an Advanced Diploma or equivalent qualification of prior knowledge of the language.

#### Admission

The admission will be done through a common entrance selection procedure for the First year specified and duly announced by the University.

Admission to the other levels will be based on an entrance test according to the acquired levels of language and culture after the minimum eligibility requirement is fulfilled according to UGC rules.

#### Intake

50 seats for the first year

Seats in higher levels will be announced according to vacancy and the prescribed university guidelines for each level.

### **Fees**

The fees for the programmes will be announced in the University's Prospectus.

### **Examination System**

The examinations and evaluation will be governed by the Ordinance 15-B (XV-B) (Academic) on University Examinations in Undergraduate Programmes under Credit-based Semester System

### **Policy for Multiple Entry and Exit in Academic Programs**

The Multiple Entry and Exit System (**MEES**), as envisioned in the **National Education Policy (NEP) 2020**, promotes flexibility in higher education. It allows students to pursue academic pathways aligned with their interests, supported by the **Academic Bank of Credits (ABC)**. This system enables learners to enter and exit academic programs at designated stages, earning certificates, diplomas, or degrees accordingly. **MEES** is a key recommendation of the University Grants Commission (UGC) to encourage lifelong learning and academic mobility. It reduces rigid in traditional education models, making learning more inclusive and accessible. By formally recognizing partial academic accomplishments, MEES aims to prevent the loss of learning due to early exits. It is designed to lower student dropout rates and significantly improve the Gross Enrollment Ration (GER). The system ensures that student do not suffer academic loss when they exit programs for valid reasons. Higher Education Institutions ( HEIs) are encouraged to adopt this learning- centric approach. Ultimately, MEES fosters a flexible, responsive and future- ready academic environment.

### **Process of Multiple Entry/Exit (MEES) implementation**

1. Multiple entry points shall be available for students every year.
2. The course structure of any programme shall include different courses semester wise, out of which the students may choose Entry or Exit.
3. The students who have successfully completed Grade 12 School Leaving Certificate shall

be eligible for admission to a first degree programme.

4. The university shall earmark seats for lateral entrants to the Second year/Third year/Fourth year of a first-degree programme, if the student has either (a) successfully completed the First year/Second year/Third year of the same programme in any institution, (b) Already successfully completed a first degree programme and is desirous of pursuing another first degree programme in an allied subject.
5. The Entry and Exit options for students, who enter the undergraduate programme, shall be as follows:

### Performa Structure as per NEP- 2020

<b>SEMESTER 1</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	<b>Marks</b>
<b>Course I 24 -SLA- C-100 (Major)</b>	Communicative Spanish – I A (Oral Comprehension and Expression)	4	4	100
<b>Course II 24 -SLA- C-101 (Major)</b>	Communicative Spanish – I B (Reading Comprehension, Writing skills and Contextual Grammar)	4	4	100
<b>SEMESTER 2</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course III 24 -SLA- C-200 (Major)</b>	Communicative Spanish – II A (Oral Comprehension and Expression)	4	4	100
<b>Course IV 24 -SLA- C-201 (Major)</b>	Communicative Spanish – II B (Reading Comprehension, Writing skills and Contextual Grammar)	4	4	100

**Exit Policy:** Student may exit after completing II Semester with 44 credits will get the *Certificate* in Spanish Language.

### Multiple Exit & Entry Process for 1st year

**Entry 1:** The entry requirement for Level 5 is Secondary School Leaving Certificate obtained after the successful completion of Grade 12. A programme of study leading to entry into the First year of the Bachelor's degree is open to those who have met the entrance requirements as per JMI norms.

**Exit 1:** A certificate will be awarded when a student Exits at the end of year 1. The First year of the undergraduate programme requires 40 to 52 credits during the First year of the undergraduate programme for qualifying for an undergraduate certificate in Spanish Language.

<b>SEMESTER 3</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	<b>Marks</b>
<b>Course V</b> <b>24 -SLA-C-300 (Major)</b>	Communicative Spanish – III A (Oral Comprehension and Expression)	4	4	100
<b>Course VI</b> <b>24 -SLA- C-301 (Major)</b>	Communicative Spanish – III B (Reading Comprehension, Writing skills and Contextual Grammar)	4	4	100
<b>SEMESTER 4</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course VII</b> <b>24 -SLA- C-400 (Major)</b>	Communicative Spanish – IV A (Oral Comprehension and Expression)	4	4	100
<b>Course VIII</b> <b>24 -SLA- C-401 (Major)</b>	Communicative Spanish – IV B (Reading Comprehension, Writing skills and Contextual Grammar)	4	4	100
<b>Course IX</b> <b>24 -SLA- C-402 (Major)</b>	Spanish for Specific Purposes- I (Tourism and Hospitality)	4	4	100
<b>Multiple Exit &amp; Entry Process for 2<sup>nd</sup> year</b>				
<b>Entry 2:</b> The Entry requirement for Level 6 is a certificate obtained after completing the First year (two semesters) of the undergraduate programme. A programme of study leading to the Second year of the				

<p>Bachelor's degree in Spanish is open to those who have met the entrance requirements, as per JMI norms.</p> <p><b>Exit 2:</b> At the end of the Second year, if a student Exits, a diploma shall be awarded in Spanish Language. A diploma requires 80 to 104 credits.</p>				
<b>SEMESTER 5</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course X</b> <b>24 -SLA- C-500 (Major)</b>	Advanced Use of Language- Reading Comprehension, Writing, Speaking and Listening Skills- I	4	4	100
<b>Course XI</b> <b>24 -SLA- C-501 (Major)</b>	Cultural History of the Spanish Speaking World – I	4	4	100
<b>Course XII</b> <b>24 -SLA- C-502 (Major)</b>	Introduction to Literary Texts from Spain and Latin America –I	4	4	100
<b>SEMESTER 6</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course XIII</b> <b>24 -SLA- C-600 (Major)</b>	Advanced Use of Language- Reading Comprehension, Writing, Speaking and Listening Skills- II	4	4	100
<b>Course XIV</b> <b>24 -SLA- C-601 (Major)</b>	Cultural History of the Spanish Speaking World – II	4	4	100
<b>Course XV</b> <b>24 -SLA- C-602 (Major)</b>	Introduction to Literary Texts from Spain and Latin America –II	4	4	100
<p><b>Multiple Exit &amp; Entry Process for 3<sup>rd</sup> year</b></p> <p>Entry 3: The Entry requirement for Level 7 is a diploma obtained after completing two years (four semesters) of the undergraduate programme. A programme of study leading to the Bachelor's degree is open to those who have met the entrance requirements as per JMI norms.</p> <p>Exit 3: On successful completion of three years, the relevant degree shall be awarded (Level 7). A Bachelor's degree requires 120- 156 credits from levels 5 to 7, with 40- 52 credits at level 5, 80 to 104 credits at level 6,</p>				

and 120 -156 credits at Level 7.				
<b>Honors</b> <b>SEMESTER 7</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course XVI</b> <b>24 -SLA- C-700 (Major)</b>	Introduction to Interpretation (Consecutive)	4	4	100
<b>Course XVII</b> <b>24 -SLA- C-701 (Major)</b>	Introduction to Pragmatic Translation.	4	4	100
<b>Course XVIII</b> <b>24 -SLA- C-702 (Major)</b>	Contemporary Literature of the Spanish Speaking World.	4	4	100
<b>Course XIX</b> <b>24 -SLA- C-703 (Major)</b>	Spanish through media	4	4	100
<b>Honors</b> <b>SEMESTER 8</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course XVI</b> <b>24 -SLA- C-800 (Major)</b>	Introduction to Interpretation (Simultaneous)	4	4	100
<b>Course XVII</b> <b>24 -SLA- C-801 (Major)</b>	Advanced Translation: Business and Commercial	4	4	100
<b>Course XVIII</b> <b>24 -SLA- C-802 (Major)</b>	Contemporary Spain and Latin America	4	4	100
<b>Course XIX</b> <b>24 -SLA- C-803 (Major)</b>	Methodology of Teaching Spanish as a Foreign Language	4	4	100
<b>Multiple Exit &amp; Entry Process for 4th year</b>				
Entry 4: An individual seeking admission to a Bachelor's degree in Spanish Language (Honours/ Research) (Level 8) in a specified field of learning would normally have completed all requirements of the relevant three-year bachelor degree (Level 7). After completing the requirements of a Three year Bachelor's degree, candidates who meet a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the				

undergraduate programme to pursue and complete the Bachelor's degree with Research.

Exit 4: On the successful completion of the Fourth year, a student shall be awarded a degree (Honours/ Research). A Bachelor's degree in Spanish Language (Honours/ Research) requires a total of minimum 160 credits from levels 5 to 8.

### **Honors with Research**

#### **SEMESTER 7**

<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course XVI</b> <b>24 -SLA- C-700 (Major)</b>	Introduction to Interpretation (Consecutive)	4	4	100
<b>Course XVII</b> <b>24 -SLA- C-701 (Major)</b>	Introduction to Pragmatic Translation.	4	4	100
<b>Course XVIII</b> <b>24 -SLA- C-702 (Major)</b>	Contemporary Literature of the Spanish Speaking World.	4	4	100
<b>Course XIX</b> <b>24 -SLA- C-703 (Major)</b>	Research Methodology	4	4	100
<b>Honors with Research</b>				
<b>SEMESTER 8</b>				
<b>Course Number and Code</b>	<b>Course Title</b>	<b>Hours of Instruction</b>	<b>Credits</b>	
<b>Course XX</b> <b>24 -SLA- C-800 (Major)</b>	Dissertation	4	4	100
<b>Course XIX</b> <b>24 -SLA- C-801 (Major)</b>	Methodology of Teaching Spanish as a Foreign Language	4	4	100

### **Level Completion:**

<b>S.N.</b>	<b>Level</b>	<b>Duration</b>	<b>Total Semester</b>	<b>Total Credits</b>	<b>Total Marks</b>
<b>1.</b>	<b>Certificate</b>	<b>One Year</b>	<b>2</b>	<b>44</b>	<b>1100</b>

2.	<b>Diploma</b>	Two Year	4	86	<b>2150</b>
3.	<b>Degree</b>	Three Year	6	126	<b>3150</b>
4.	<b>Degree with Honors in Spanish</b>	Four Year	8	160	<b>4050</b>

(A)-Semester      I      II      III      IV      V      VI      VII      VIII  
**Total Credits**

(B) - Credit      22      22      22      22      20      20      16      20      **160**

### **Abbreviation:**

**GE:** General Elective.

**AEC:** Ability Enhancement Course.

**DSE:** Discipline Specific Elective.

**VAC:** Value Addition Course.

**SEC:** Skill Enhancement Course.

### **Credits Award System:**

<b>Core</b>	04 Credit	100 Marks
<b>GE</b>	04 Credit	100 Marks
<b>DSE</b>	04 Credit	100 Marks
<b>VAC</b>	02/6 Credit	50/150 Marks
<b>AEC</b>	02 Credit	50 Marks
<b>SEC</b>	02 Credit	50 Marks

## Syllabus

– Semester 1

**Course Code:** 24-SLA-C–100 (Major)

**Course Title:** Communicative Spanish I-A (Oral Comprehension and Expression)

**Hours of Instruction:** 4 hours per week

**Total Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

**Prerequisites:** This course is intended only for students admitted to the FYUGP programme with Spanish as their major discipline.

### Course Description

This course introduces students to essential vocabulary used in everyday contexts, including formal and informal greetings, and the basic grammatical structures of the Spanish language. Through listening to simple audio and video materials and engaging with visual texts, students will learn to recognize and produce basic Spanish expressions and structures. They will be trained to communicate on topics such as personal introductions, daily routines, weather, time, and descriptions of places and events. The aim is to enhance vocabulary acquisition and develop foundational listening and speaking skills. By the end of the course, students are expected to achieve an **A1 level** of Spanish proficiency according to the CEFR.

### Course Objectives & Learning Outcomes

This course aims to:

- Develop basic listening and speaking skills in Spanish.
- Enhance understanding and use of common vocabulary and expressions in everyday situations.
- Improve pronunciation and intonation through focused practice.
- Build confidence in using Spanish for basic communication through interactive activities.

**Upon successful completion of the course, students will be able to:**

1. Understand and respond to short conversations and dialogues in Spanish.
2. Introduce themselves and others, and engage in simple conversations (e.g., discussing weather, time, and daily routines).
3. Use vocabulary related to jobs, nationalities, professions, and workplaces.
4. Recognize and reproduce the Spanish alphabet with accurate pronunciation and intonation.
5. Communicate in basic everyday situations in Spanish.
6. Use definite and indefinite articles, and express numbers up to 100.

7. Identify and use irregular verbs in the present tense.
8. Understand basic connectors such as *porque*, *por* and *para*.
9. Distinguish between *hay*, *ser* and *estar*.

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## Course Content

This course focuses specifically on developing students' oral expression and listening comprehension.

### **Module 1:**

Introduction to the Spanish alphabet with examples, cardinal and ordinal numbers, pronunciation rules, formal and informal greetings, and basic vocabulary (e.g., days of the week, months, fruits, vegetables).

### **Module 2:**

Understanding and producing simple phrases and dialogues related to personal identity and family, and describing familiar environments (e.g., classroom, home, neighborhood, city).

### **Module 3:**

Engaging in basic dialogues: exchanging greetings, asking and answering simple questions.

### **Module 4:**

Practising grammatical structures in both formal and informal contexts. Use of regular and irregular verbs in simple oral conversations.

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## Evaluation Criteria

### **Total Marks: 100**

#### **a. Internal Assessment (40 marks):**

Three internal assessment tasks will be conducted, focusing on oral expression and listening comprehension. These may include assignments or projects such as video recordings describing different locations (e.g., university, school, home, market). The two best scores will be considered.

*Dates for internal assessments will be announced in advance.*

#### **b. End-Semester Examination (60 marks):**

An oral exam assessing listening comprehension and oral expression.

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## References

### Primary Textbook:

Corpas, J., et al. *Aula Internacional Plus 1*. Difusión: Barcelona, 2022.

### Recommended Readings:

1. Caballero, Javier Leal. *Hoy hablamos de... Temas, actividades y tareas para las clases de conversación*. A1–A2. Edinumen, 2013.
2. Gitika. *Quick and Easy Way to Learn Spanish*. Qualis Book, 2018.
3. López, Lourdes Miquel. *De DOS en DOS: Actividades interactivas de producción oral: Libro A1–B2*. Difusión, 2013.
4. Rodríguez, María. *Escucha y Aprende: Ejercicios de Comprensión Auditiva*. SGEL, 2006.
5. Vargas, David. *Tú y Yo: Actividades de Interacción Oral y Escrita: Level A (A1–A2)*. Edelsa Grupo Didascalía, 2009.

### Online Resources:

- <https://videoele.com/en/Que-es-en.html>
- <https://www.spanishdict.com/>
- <https://study.com/academy/subj/foreign-language/spanish.html>

## Semester I

**Course Code:** 24-SLA-C-101 (Major)

**Course Title:** Communicative Spanish-I B (Reading Comprehension, Writing Skills, and Contextual Grammar)

**Hours of Instruction:** 4 hours per week

**Total Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

**Prerequisites:** This course is exclusively for students admitted to the FYUGP programme with Spanish as their major discipline.

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### Course Description

This course introduces students to everyday Spanish vocabulary, formal and informal greetings, and the basic grammatical structures of the language. Students will practice writing short texts on various topics. They will read simple texts containing diverse vocabulary, common expressions, and basic sentence structures, enabling them to write about introductions, descriptions of places, events, and surroundings in their own words, while using correct Spanish grammar. This will expand their everyday vocabulary, enhance reading comprehension, and improve writing skills. Upon completion, students are expected to achieve the A1 proficiency level in Spanish.

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### Course Objectives & Outcomes

The course aims to develop foundational reading and writing skills in Spanish, enabling students to understand and use common vocabulary and phrases in everyday situations. It also seeks to build confidence in communicating in Spanish through reading and writing exercises.

By the end of this course, students will be able to:

1. Read and comprehend short texts, simple instructions, and basic personal information.
2. Write simple sentences, short messages, and paragraphs using basic vocabulary and grammar.
3. Use a variety of vocabulary, basic conjugations, and sentence structures.
4. Improve pronunciation, accurately reproducing Spanish sounds and intonation.
5. Develop basic written communication skills and apply Spanish in everyday contexts.
6. Discuss topics such as family, food, and neighborhoods.
7. Understand and use direct objects and express frequency.
8. Use days of the week and prepositions of place correctly.
9. Describe character and personality traits.
10. Be introduced to past tense forms, including the present perfect.

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## Course Content

This course emphasizes developing reading comprehension and writing skills.

### Module 1:

- Spanish alphabet and numbers (ordinal and cardinal)
- Basic formal and informal greetings
- Nouns and gender rules
- Definite and indefinite articles
- Vocabulary: days of the week, months, fruits, and vegetables
- Conjugation of simple verbs in the present tense and their uses
- Personal information vocabulary

### Module 2:

- Common regular verbs in the simple present tense
- Describing people, places, events, and objects
- Forming affirmative, negative, and interrogative sentences
- Expressing interests, obligations, and preferences

### Module 3:

- Common irregular verbs in the simple present tense
- Vocabulary of daily-use items (clothes, accessories, food, snacks)
- Reflexive verbs and vocabulary related to daily routines

### Module 4:

- Reading and writing physical and mental descriptions of people and places
- Describing characters and preferences
- Introduction to the present perfect tense and its communicative uses

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## Evaluation

Students' performance will be assessed out of 100 marks as follows:

### a. Internal Assessment (40 marks):

- Three internal assessments (written tests, assignments, or projects of equal weight) will be conducted.
- The best two assessments will be considered for the final internal assessment score.
- Dates for assessments will be announced in advance.

**b. End Semester Examination (60 marks):**

- A written exam focusing on reading comprehension and writing skills.

**References****Primary Textbook:**

- Corpas, J., et al. *Aula Internacional Plus 1*. Difusión: Barcelona, 2022.

**Recommended Readings:**

1. Aragonés, Luis, and Ramón Palencia. *Gramática de uso del español: teoría y práctica con solucionario A1-A2*. SM ELE, 2007.
2. Gitika. *Quick and Easy Way to Learn Spanish*. Qualis Book, 2018.
3. Kendris, C., and T. Kendris. *Barron's 501 Spanish Verbs*. Barron's Educational Series, 2017.
4. Orea, Claudia, and Manuellea Miranda. *Spanish: Short Stories for Beginners: Volume 1 (Learn Spanish with Stories)*. CreateSpace Independent Publishing Platform, 2017.
5. Kraynak, Cecie, and Susana Wald. *Spanish for Dummies*. 2nd ed., Kindle ed., For Dummies, 2011.
6. Sharma, Rashmi, and Vishal Sharma. *Cara a Cara 1 Libro del Alumno*. Goyal Publisher, 2019.
7. Alsop, Tom. *Weekly Writing Prompts for Spanish Level 1*. Teacher's Discovery, 2016.
8. Álvarez Martínez, María Ángeles, Ana Blanco, et al. *Sueña I Libro de Alumno*. Grupo Anaya, 2017.

**Online Resources:**

- <https://www.spanishdict.com/>
- <https://studyspanish.com/>
- <https://lingua.com/spanish/reading/>

## Semester II

**Course Code:** 24-SLA-C-200 (Major)

**Course Title:** Communicative Spanish IIA (Oral Comprehension and Expression)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Number of Students:** 50

### Prerequisites:

This course is exclusively for students admitted to the FYUGP programme with Spanish as their Major discipline.

### Course Description:

This course builds on the communication skills acquired in the previous semester by exposing students to a variety of audio and audiovisual materials, including podcasts and TV series, on familiar topics. These resources will help students grasp moderately complex Spanish sentence structures, refresh everyday expressions used in real-life situations, and enhance their listening comprehension and speaking proficiency. By the end of the course, students will be able to communicate more effectively in diverse contexts, expressing preferences and interests. Upon completion, students are expected to reach the A2 level of Spanish proficiency.

### Course Objectives & Outcomes:

The course aims to develop elementary-level listening and speaking skills in Spanish, expand vocabulary and grammatical usage in oral contexts, improve pronunciation and intonation through practice, and boost students' confidence in spoken Spanish through interactive activities.

By the end of the course, students will be able to:

1. Listen to and comprehend conversations and dialogues on various everyday topics.
2. Speak confidently on different subjects and engage in conversations with peers.
3. Apply Spanish grammar rules correctly in oral communication.
4. Improve their ability to communicate effectively in daily situations.
5. Discuss durations, make recommendations, and describe feelings using appropriate adjectives.
6. Understand and use the past tense (Pretérito Indefinido) and its markers.
7. Describe people physically and talk about personal relationships.
8. Describe homes and use related vocabulary.

### Course Content:

This course emphasizes the development of students' oral competence and listening comprehension.

### Module 1:

Revision of key topics from the 24-SLA-C-101 course, focusing on regular and irregular verbs in the present simple tense, reflexive verbs, and the present progressive.

**Module 2:**

Practice speaking, listening, and understanding basic phrases and dialogues involving preferences, likes/dislikes, and vocabulary related to recipes and eating habits. Introduction to medical, healthcare, and airport terminology. Use of direct and indirect object pronouns. Study of the present perfect tense and its use in describing recent past events.

**Module 3:**

Engage in dialogues by exchanging greetings, asking and answering questions about daily life and routines, and expressing desires and preferences.

**Module 4:**

Learn and practice language structures appropriate for formal and informal situations, such as asking for favors and providing excuses or justifications. Use regular and irregular verbs in conversations about recent past events.

**Evaluation:**

A candidate's performance will be assessed out of 100 marks as follows:

- a. **Internal Assessment (40 marks):** Three internal assessments (oral competence, listening comprehension, and assignments/projects such as presentations) of equal weightage will be conducted; the best two scores will be considered. Dates for assessments will be announced in advance.
- b. **End Semester Examination (60 marks):** An oral exam testing oral competence and listening comprehension.

**References:****Primary Textbook:**

Corpas, J., et al. *Aula Internacional Plus 2*. Difusión: Barcelona, 2017.

**Recommended Readings:**

1. Caballero, Javier Leal. *Hoy hablamos de... Temas, actividades y tareas para las clases de conversación. A1-A2*. Edinumen, 2013.
2. Gitika. *Quick and Easy Way to Learn Spanish*. Qualis Book, 2018.
3. Leralta, Susana Martín. *Todooídos - Libro del Alumno + CD Audio*. Difusión S.L., 2011.
4. López, Lourdes Miquel. *De DOS en DOS: Actividades Interactivas de Producción Oral: Libro A1-B2*. Difusión S.L., 2013.
5. Rodríguez, María. *Escucha y Aprende: Ejercicios de Comprensión Auditiva*. Español por Destrezas. SGEL, 2006.
6. Vargas, David. *Tú y Yo: Actividades de Interacción Oral y Escrita: Level A (A1-A2)*. Edelsa Grupo Didascalía, S.A., 2009.

**Online Resources:**

- <https://videoele.com/en/Que-es-en.html>

- <https://www.spanishdict.com/>
- <https://study.com/academy/subj/foreign-language/spanish.html>

**Semester 2****Course Code:** 24SLA C–201 (Major)**Course Title:** Communicative Spanish IIB (Reading and Writing Skills)**Hours of Instruction:** 4 hours per week**Credits:** 4**No. of Students:** 50**Prerequisites:**

This course is only for students admitted to the FYUGP programme with Spanish as their Major discipline.

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**Course Description**

In this course, students will build upon the communication competence gained in the previous semester by reading various texts and narrating events, experiences, and habits. They will improve their ability to understand moderately complex Spanish sentence structures and write essays, paragraphs, and texts using correct Spanish grammar and vocabulary within appropriate contexts. This course aims to deepen students' reading comprehension and writing skills. Upon completion, students are expected to reach the A2 level of Spanish proficiency.

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## Course Objectives & Outcomes

To develop elementary-level reading and writing skills in Spanish, understand and apply vocabulary and grammar structures in reading and writing, improve pronunciation and intonation through practice, and build confidence in written communication.

By the end of this course, students will be able to:

1. Read and understand short stories and texts on various topics.
2. Write short essays and texts expressing personal experiences, opinions, and descriptions.
3. Use varied vocabulary and grammar structures accurately.
4. Apply grammar rules correctly in Spanish writing.
5. Communicate effectively in everyday written situations.
6. Express wishes and desires and learn vocabulary related to hobbies.
7. Distinguish between past simple and present perfect tenses.
8. Use the 'se' form and direct object pronouns.
9. Understand and use the verb 'soler'.
10. Talk about pain using the verb 'doler'.
11. Describe habits and past circumstances.
12. Use 'estar' + gerund (-ing form) in the past tense.

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## Course Content

This course focuses specifically on developing reading comprehension and writing skills.

### Module 1

Revision of core topics from 24SLA C-101 including:

- Regular and irregular verbs in present simple
- Reflexive verbs
- Present progressive (estar + gerund)
- Use of "ya" and "todavía no"
- Use of "soler" to talk about routines
- Expressions with desde, desde hace, hace... que
- Possessive pronouns vs. possessive adjectives
- Comparative and superlative adjectives (regular and irregular)

### Module 2

- Impersonal and pseudo-impersonal verbs (e.g., encantar, interesar)
- Vocabulary related to recipes, eating habits, medical terms, healthcare, and airport terminology
- Direct and indirect object pronouns
- Present perfect and its uses in recent past situations and events
- Describing pain and sickness using 'doler'

### Module 3

- Simple future tense and difference with “ir + a + infinitive”
- Conditional sentences (possible/real conditions)
- Relative pronouns
- Exclamatory phrases
- Common verbal periphrases (acabar de + infinitive, comenzar a + infinitive, dejar de + infinitive, deber + infinitive, hay que, etc.)
- Application of vocabulary and grammar to real-life writing situations

### Evaluation

#### Total Marks: 100

#### a. Internal Assessment (40 marks):

- Three internal assessments (written tests, assignments, or projects such as writing on a Spanish writer, artist, architect, etc.) of equal weight; best two counted.
- Dates will be announced with sufficient notice.

#### b. End Semester Examination (60 marks):

- Written exam assessing reading comprehension, writing skills, and functional grammar.

### References

#### Primary Textbook:

- Corpas, J., et al. *Aula Internacional Plus 2*. Difusión: Barcelona, 2022.

#### Recommended Readings:

1. Alsop, Tom. *Weekly Writing Prompts for Spanish Level 2*. Teacher’s Discovery, 2016.
2. Aragonés, Luis, and Ramón Palencia. *Gramática de uso del español: teoría y práctica con solucionario A1-A2*. SM ELE, 2007.
3. Gitika. *Quick and Easy Way to Learn Spanish*. Qualis Book, 2018.
4. Kendris, C., and T. Kendris. *Barron’s 501 Spanish Verbs*. Barron’s Educational Series, 2017.
5. Orea, Claudia, and Manuellea Miranda. *Spanish: Short Stories for Beginners: Volume 1*. CreateSpace Independent Publishing Platform, 2017.
6. Kraynak, Cecie, and Susana Wald. *Spanish for Dummies*. 2nd ed., For Dummies, 2011.
7. Richards, Olly. *Short Stories in Spanish*. John Murray Learning, 2019.
8. Rochester, Myrna Bell, and Deana Smalley. *Practice Makes Perfect: Spanish Reading and Comprehension*. McGraw-Hill, 2015.

**Online Resources:**

- <https://www.spanishdict.com/>
- <https://studyspanish.com/>
- <https://lingua.com/spanish/reading/>

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**Semester III**

*Course Code: 24-SLA-C-300 (Major)*

**Course Title:** Communicative Spanish III-A (Oral Comprehension and Expression)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**No. of Students:** 50

**Prerequisites:**

This course is exclusively for students admitted to the FYUGP programme with Spanish as their Major discipline.

**Course Description:**

This course develops students' ability to listen to and comprehend key information and main messages from a variety of oral sources, including podcasts, movies, documentaries, news bulletins, and television programs. Students will engage in discussions on current issues relevant to both India and Spanish-speaking countries. This interaction aims not only to enhance comprehension but also to improve critical

thinking, communicative competence, and listening skills. Upon completion, students are expected to reach the B1 level in Spanish.

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### Course Objectives & Outcomes:

- Develop clear and coherent oral expression in everyday Spanish contexts.
- Improve pronunciation, intonation, and fluency.
- Enhance vocabulary and grammar usage in oral communication.
- Build confidence in speaking Spanish in formal and informal contexts.

By the end of this course, students will be able to:

1. Participate in conversations and discussions using appropriate vocabulary and grammar to express opinions and ideas.
  2. Present information and give short presentations on familiar topics with visual aids.
  3. Respond clearly and concisely to questions and comments.
  4. Adapt language and tone to formal and informal situations.
  5. Improve fluency and coherence, using transitional phrases and connectors, and avoid fillers and false starts.
- 

### Course Content:

*Focus: Oral competence and listening comprehension*

- **Module 1:** Revision of SLA-200 topics; common habits in present and present perfect; impersonal sentences; formal and informal interviews.
  - **Module 2:** Discussions using linking words; imperative forms (affirmative and negative); oral presentations of short stories/topics in peer groups.
  - **Module 3:** Dialogues to make suggestions, recommendations, and arguments; expressing likes/dislikes; giving orders; sharing personal experiences.
  - **Module 4:** Conversations about Hispanic American festivals compared with Indian culture and festivals (e.g., Día de los Muertos, La Tomatina, Carnaval, Fiesta de San Fermín, Holi, Eid, Deepawali).
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### Evaluation:

- **Internal Assessment (40 marks):** Three tests (oral comprehension, assignments/projects, presentations); two best scores counted. Dates announced in advance.
  - **End Semester Examination (60 marks):** Oral comprehension and expression exam.
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**References:***Primary Textbook:*

- Corpas, J., et al. *Aula Internacional Plus 3*. Difusión, Barcelona, 2022.

*Recommended Readings:*

1. Leralta, Susana Martín. *TodoOídos - Libro del Alumno + CD Audio*. Difusión S.L., 2011.
2. López, Lourdes Miquel. *De DOS en DOS: Actividades Interactivas de Producción Oral: Libro A1-B2*. Difusión S.L., 2013.
3. Martínez, Teresa Bordón, and Carmen Bordón Martínez. *Objetivo DELE B1*. SGEL, 2017.
4. Pinilla, Raquel, and Rosana Acquaroni. *Español por Destrezas. ¡Bien Dicho! Ejercicios de Expresión Oral*. SGEL, 2005.
5. Seijas, Pilar, et al. *Cuadernos de Gramática Española: Cuaderno de Gramática Española, B1 + CD-Audio/MP3*. Difusión, 2008.
6. Vargas, David. *Tú y Yo: Actividades de Interacción Oral y Escrita: Level B*. Edelsa Grupo Didascalía, S.A., 2010.

*Online Resources:*

- <https://www.spanishdict.com/>
- <https://lingua.com/>
- [https://www.123teachme.com/learn\\_spanish/listening\\_comprehension\\_index\\_2](https://www.123teachme.com/learn_spanish/listening_comprehension_index_2)

*Course Code: 24-SLA-C-301 (Major)*

**Course Title:** Communicative Spanish III-B (Reading and Writing Skills & Contextual Grammar)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**No. of Students:** 50

**Prerequisites:**

This course is only for students admitted to the FYUGP programme with Spanish as their Major discipline.

**Course Description:**

This course enhances students' proficiency in reading and writing Spanish by exploring diverse texts and advanced grammar. It emphasizes practical application of contextual grammar to improve comprehension and composition skills, preparing students for more complex linguistic tasks.

**Course Objectives & Outcomes:**

1. Develop advanced reading comprehension skills.
2. Improve writing proficiency through structured and creative assignments.
3. Master complex grammatical structures in context.
4. Foster critical thinking via analysis of diverse texts.
5. Enhance vocabulary and idiomatic expressions for effective communication.

By the end of the course, students will be able to:

1. Analyze Spanish texts from various genres.
  2. Write coherent essays, reports, and creative works.
  3. Apply advanced grammar accurately in writing and speech.
  4. Use expanded vocabulary and idiomatic expressions effectively.
- 

**Course Content:**

- **Module 1:** Advanced reading strategies; analysis of short stories and articles; development of critical reading skills.
  - **Module 2:** Writing different compositions: descriptive, narrative, argumentative, and expository; use of connectors and cohesive devices.
  - **Module 3:** Contextualized Spanish grammar; writing workshops on essays and reports on situational topics.
  - **Module 4:** Integration of reading and writing through practical texts (emails, reports, summaries, letters); analysis of tone, style, and register; peer review and guided writing exercises.
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**Evaluation Methods:**

- **Internal Assessment (40 marks):** Three assessments (written tests, assignments, projects on Spanish culture, writers, artists, etc.); two best counted. Dates announced in advance.
  - **End Semester Examination (60 marks):** Written exam on reading comprehension, writing skills, and functional grammar.
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**Prescribed Textbook:**

- Blanco, José A., and Philip Redwine Donley. *Vistas: Introducción a la lengua española*. 6th ed., Vista Higher Learning, 2020.
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**References:**

1. Sandstedt, Lynn A., Ralph Kite, and John G. Copeland. *Civilización y cultura*. 9th ed., Cengage Learning, 2010.
  2. Lunn, Patricia V., and Anita Jonhson. *En otras palabras: Perfeccionamiento del español por medio de la traducción*. 2nd ed., Georgetown University Press, 2012.
  3. Alarcos Llorach, Emilio. *Gramática de la lengua española*. 3rd ed., Espasa Calpe, 2005.
  4. Sanchez, Lobato. *Español sin fronteras 2*. Madrid: SGEL, 2014.
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**Semester IV**

Course Code: 24-SLA-C-400 (Major)

**Course Title:** Communicative Spanish – IVA (Oral Comprehension & Expression)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Number of Students:** 50

**Prerequisites:**

This course is exclusively for students admitted to the FYUGP programme with Spanish as their Major discipline.

**Course Description:**

This course aims to develop students' ability to listen and comprehend advanced-level oral texts from diverse authentic sources such as podcasts, movies, documentaries, news bulletins, and radio/television programs. Students will be encouraged to actively participate in discussions on various topics and current affairs related to India and Spanish-speaking countries. The course focuses on improving fluency, spontaneity, and communicative competence in different real-life situations. Upon completion, students are expected to reach the B2.1 Spanish proficiency level.

**Course Objectives & Outcomes:**

- Develop advanced oral communication skills for effective interaction in complex situations.
- Enhance the ability to present and discuss topics with nuance and precision.
- Refine pronunciation, intonation, and fluency to convey ideas clearly and convincingly.
- Expand vocabulary and grammatical usage to express subtleties and complexities.

**By the end of this course, students will be able to:**

1. Engage in complex conversations discussing abstract topics and debates.
2. Present and defend arguments and deliver well-structured presentations.
3. Use advanced language structures including subjunctive and conditional forms.
4. Employ precise vocabulary and idiomatic expressions with control over pronunciation and intonation.
5. Discuss cultural differences and demonstrate understanding of cultural references.

#### Course Content:

- **Module 1:** Oral comprehension through authentic Spanish audio materials (interviews, podcasts, dialogues, news). Activities: note-taking, summarizing, identifying key ideas and accents.
- **Module 2:** Speaking skills development via structured discussions, debates, and presentations emphasizing pronunciation, fluency, and clarity.
- **Module 3:** Real-life communicative situations (e.g., ordering food, asking directions, reservations) through role-plays and simulations.
- **Module 4:** Pronunciation, stress patterns, and intonation refinement through exercises such as tongue twisters and descriptive tasks.

#### Evaluation:

- **Internal Assessment (40 marks):** Three tests including oral competence, listening comprehension, assignments, projects, and presentations; two best scores counted.
- **End Semester Examination (60 marks):** Oral exam covering oral competence and listening comprehension.

#### References:

- **Primary Textbook:** Corpas, J., et al. *Aula Internacional Plus 4. B2.1*. Difusión, Barcelona, 2022.
- **Recommended Readings:**
  1. Davis, Robert L. *Tertulia: Advanced Skills in Oral Spanish*. Thomson Learning, 2001.
  2. González, G., Marcos, M. C. *Técnicas de Conversación Telefónica*. Edelsa, 2002.
  3. Gascón Martín, Eugenio. *Español Coloquial: Rasgos, Formas y Fraseología de la Lengua Diaria*. Edinumen, 2013.
  4. Miquel, L., Sans, Neus. *Como Suena 2: Materiales para la Comprensión Auditiva*. Difusión, 1991.
  5. Ochoa, Ligia. *How to Write in Spanish: Correspondence Made Easy*. McGraw-Hill Education, 2004.

#### Online Resources:

- [SpanishDict](#)
  - [Lingua](#)
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Course Code: 24-SLA-C-401 (Major)

**Course Title:** Communicative Spanish – IV B (Reading Comprehension, Writing Skills and Contextual Grammar)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Number of Students:** 50

**Prerequisites:**

This course is exclusively for students admitted to the FYUGP programme with Spanish as their Major discipline.

**Course Description:**

This course enhances students' reading comprehension, writing abilities, and functional grammar within Spanish. Building on foundational knowledge, it emphasizes understanding and producing complex texts, applying grammatical structures in practical contexts, and improving fluency and accuracy.

**Course Objectives & Outcomes:**

- Improve reading comprehension through diverse Spanish texts.
- Develop advanced writing skills for coherent, structured texts.
- Reinforce and expand functional grammar in context.
- Foster critical analysis and interpretation of written Spanish.
- Promote practical application of grammatical concepts.

**By the end of the course, students will be able to:**

1. Analyze and interpret various Spanish texts including literary, journalistic, and academic.
2. Produce well-organized essays, reports, and narratives.
3. Apply advanced grammar correctly in written and oral forms.
4. Use functional grammar to construct complex, nuanced sentences.
5. Engage critically with authentic Spanish materials identifying key themes and styles.
6. Demonstrate confidence in Spanish for academic and professional uses.

**Course Content:**

- **Module 1:** Reading strategies — skimming, scanning, identifying main ideas; engagement with diverse texts.
- **Module 2:** Writing structured texts — essays, reports, formal letters; focus on coherence, cohesion, vocabulary, and grammar.
- **Module 3:** Advanced grammar concepts — sentence transformation, connectors, subjunctive, passive voice, conditionals; error correction.
- **Module 4:** Application of skills in real-world tasks including group work, text analysis, and timed writing exercises.

**Evaluation:**

- **Internal Assessment (40 marks):** Three sessional tests (written, assignments, projects); best two counted.
- **End Semester Examination (60 marks):** Written exam on reading comprehension, writing skills, and functional grammar.

**Prescribed Textbooks:**

- Corpas, Jaime; García, Eva et al. *Aula Internacional Plus 3*. Difusión, Madrid, 2016.
- Corpas, Jaime. *Cuadernos de Gramática Española A2*. Difusión, Madrid, 2010.

**Reference Books:**

1. Romero Dueñas, C., González Hermoso, A., et al. *Competencia Gramatical en Uso*. Edelsa Grupo Didascalía, 2015.
2. Rochester, Myrna Bell, Smalley, Deana. *Practice Makes Perfect: Spanish Reading and Comprehension*. McGraw-Hill Education, 2015.
3. Richmond, Dorothy. *Practice Makes Perfect: Spanish Vocabulary*. McGraw-Hill Education, 2012.
4. Orea, Claudia, Miranda, Manuellea. *Spanish: Short Stories for Beginners*. CreateSpace, 2017.
5. Alsop, Tom. *Weekly Writing Prompts for Spanish Level 2*. Teacher's Discovery, 2016.

**Additional Materials:**

Graded readers in Spanish from the university library.

Course Code: 24-SLA-C-402 (Major)

**Course Title:** Spanish for Specific Purposes – I (Tourism and Hospitality)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Number of Students:** 50

**Prerequisites:**

This course is exclusively for students admitted to the FYUGP programme with Spanish as their Major discipline.

**Course Description:**

This course equips students with Spanish vocabulary and communication skills specific to the tourism, hospitality, and hotel industries. Students will develop the ability to converse effectively both verbally and in writing in these sectors, including interactions with tourists and guests, and communication via electronic and social media tools. The course also introduces relevant cultural and operational aspects of the industry.

**Course Objectives & Outcomes:**

- Develop language skills relevant to hotel and tourism services.
- Improve writing proficiency through sector-specific assignments and emails.
- Enhance vocabulary and idiomatic expressions pertinent to tourism and hospitality.

**By the end of the course, students will be able to:**

1. Write coherent emails, work orders, and reservations related to hotel and event management.
2. Apply advanced grammar accurately in oral and written communication within the sector.
3. Use an expanded vocabulary and idiomatic expressions relevant to tourism and hospitality.
4. Understand operational aspects such as menu making and dining etiquette.

**Course Content:**

- **Module 1:** Essential vocabulary and expressions for greetings, polite communication, and cultural norms in Spanish-speaking hospitality contexts.
- **Module 2:** Language for managing travel, accommodation, reservations, check-in/check-out, and guest services.
- **Module 3:** Skills for guiding tourists, describing attractions, giving directions, and recommending activities and dining.
- **Module 4:** Types of tourism (cultural, medical, religious, sports, adventure), conducting guided tours, and engaging with visitors.

**Evaluation:**

- **Internal Assessment (40 marks):** Three sessional tests assessing all four language skills; best two counted.
- **End Semester Examination (60 marks):** [The description was cut off—typically would include comprehensive testing on all four skills in context.]

## Semester 5

*Course Code: 24-SLA-C-500 (Major)*

*Course Title: Advanced Use of Language 1*

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### A. Course Description:

This course aims to refine and expand students' language and communication skills. By the end of the course, students will be able to:

1. Participate effectively in discussions and debates, expressing opinions clearly and precisely.
2. Comprehend complex literary and pragmatic texts.
3. Produce clear, well-structured written texts on a variety of topics.

### B. Course Content:

The course follows the prescribed textbook:

*Jaime Corpas, Agustín Garmendía, et al. Aula Internacional 5. B2.2 (Libro del alumno, CD). Difusión, Madrid, 2017.*

- **Module 1: Unit 1 – Describing Actions and Temporal Structures**

Topics:

- Describing actions with adjectives, gerunds, and adverbs
- Temporal constructions: *mientras, mientras tanto, al + infinitivo*
- Pronominal verbs; verbs *poner* and *quedar*
- *Para + infinitivo* vs. subjunctive (present/imperfect)
- Expressions of time: *hasta que, tan pronto como, cuando + subjunctive*
- Use of *se* for involuntariness and mediation

Objectives:

- Use descriptive structures effectively in speech and writing
- Employ temporal constructions accurately to express sequences of actions
- Differentiate and correctly use pronominal verbs

- **Module 2: Unit 2 – Past Tenses and Reported Speech**

Topics:

- Combining past tenses
- Reporting requests and warnings
- Uses of *pretérito imperfecto* in indicative and subjunctive
- Uses of gerunds; adjective placement
- Making predictions and presenting problems
- Text cohesion; *pretérito perfecto de subjuntivo*
- Temporal constructions: *hasta que, en cuanto, antes de que*, etc.

Objectives:

- Master the use of past tenses in various contexts
- Report speech and events accurately
- Use cohesive devices effectively in writing

- **Module 3: Unit 3 – Formal Writing and Complex Constructions**

Topics:

- Characteristics of formal written texts
- Concessive subordinate clauses: *aunque, a pesar de, por mucho que*
- Reformulation phrases: *es decir, esto es, o sea*; exemplification
- Evaluating past events; pronoun combinations (e.g., *se lo*)
- Conditional perfect and *pretérito pluscuamperfecto de subjuntivo*
- Causal connectors and sentence linking

Objectives:

- Develop advanced formal writing skills
- Express contrast, cause, and consequence fluently
- Use complex grammatical structures correctly

**Evaluation:**

- Internal Assessment: 40 marks (Three sessional tests of equal value; best two count)
- End Semester Examination: 60 marks (Written exam on descriptive and writing skills)

**Prescribed Textbook:**

Jaime Corpas, Agustín Garmendía, et al. *Aula Internacional 5. B2.2* (Libro del alumno, CD). Difusión, Madrid, 2017.

**References:**

1. Richmond, Dorothy. *Practice Makes Perfect: Spanish Pronouns and Prepositions*. McGraw-Hill Education, 2016.
2. Vranic, Gordana. *Hablar por los Codos: Frases para un Español Cotidiano*. Edelsa, 2004.
3. Cascón Martín, Eugenio. *Español Coloquial: Rasgos, Formas y Fraseología de la Lengua Diaria*. Edinumen, 2006.
4. Palomino, M. Ángeles. *Expresión Oral Dual: Pretextos para Hablar*. Edelsa, 1998.
5. Vázquez Adieu, G. *Actividades para la Escritura Académica*. Edinumen, 2001.

*Course Code: 24-SLA-C-501 (Major)*

*Course Title: Cultural History of the Spanish Speaking World – I (Spain)*

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

**A. Course Description:**

This course familiarizes students with the cultural history of Spain from the Middle Ages to present times. It explores major historical developments that shaped Spanish culture and society. Students will study key events, cultural movements, and contributions of major figures in art, literature, and architecture. This course provides a foundation for understanding Spain's cultural identity within the Spanish-speaking world.

**B. Course Content:**

- **Module 1: A Brief Overview of the Middle Ages**  
Early history of the Iberian Peninsula covering the Iberians, Romans, and Visigoths. Focus on Al-Andalus, its scientific, artistic, and interfaith achievements.

- **Module 2: The “Discovery” of the Americas and Cultural Transformations**  
Impact of the 1492 discovery on Spanish society; Renaissance influences; the Spanish Enlightenment promoting reason, education, and reform.
- **Module 3: Cultural and Intellectual Shifts in 19th and Early 20th Century Spain**  
Romanticism, Generation of '98, loss of colonies, and effects on national identity; Spanish Civil War cultural repercussions.
- **Module 4: From Dictatorship to Democracy in Spain**  
Franco's dictatorship effects on culture and society; transition to democracy; Spain's integration into the EU and modern identity.

**Note:** Literary text fragments will be used in class for comprehension and discussion. Students are expected to read at least one novel in the original.

**Evaluation:**

- Internal Assessment: 40 marks (Three sessional tests; best two count)
- End Semester Examination: 60 marks (Written exam on descriptive and writing skills)

**References:**

1. L. Alvarez, M. García et al. *HE Historia de España. Segundo de Bachillerato*. Vicens Vives, España, 2015.
2. Chamorro et al. *Todas las voces. Curso de cultura y civilización*. Difusión, Barcelona, 2010.
3. M. Burgos Alonso, J. Armesto Sánchez. *Historia de España, Bachillerato 2*. Algaida Editores, Sevilla, 2003.
4. C. López Moreno. *España contemporánea: historia, economía y sociedad*. SGEL, Madrid, 2005.
5. Pierre Vilar. *Historia de España*. Crítica, Barcelona, 2000.

*Course Code: 24-SLA-C-502 (Major)*

*Course Title: Introduction to Literary Texts from Spain and Latin America – I*

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

**A. Course Description:**

Students will learn to read and appreciate Spanish literary texts, understanding their aesthetic, social, cultural, and political contexts. The course introduces major literary trends and movements from the Middle Ages to the present through selected authors.

**B. Course Content:**

- **Module 1: The Early Written Texts**  
Overview of literature from the 11th to 15th centuries, including genres like *jarchas*, *villancicos*, *mester de clerecía*, *mester de juglaría*, with texts in Modern Spanish.
- **Module 2: The Golden Age of Spanish Literature**  
Exploration of New World chronicles (e.g., Bernal Díaz del Castillo, Bartolomé de las Casas) and key authors (Garcilaso, Góngora, Cervantes, Quevedo, Lope, Calderón, Spanish mystics). Emphasis on novel, drama, and poetry excerpts.
- **Module 3: Major Developments in Spanish Literature**  
Focus on 18th and 19th-century movements such as Romanticism, Realism, Naturalism, Generation of 1898, Modernism, Generation of 1927, and 20th-century authors like Juan Ramón Jiménez, Federico García Lorca, Camilo José Cela.

**Note:** Literary fragments will be used in class for comprehension and discussion. Students will be asked to read at least one novel in the original language.

#### Evaluation:

- Internal Assessment: 40 marks (Three sessional tests; best two count. One test includes a presentation on a novel read.)
- End Semester Examination: 60 marks

#### References:

1. E. Escribano, F. Esteso, Natalia BernabeuMoron. *Lengua castellana y literatura. Bachillerato*. Vincens Vives, 2023.
2. C. Alvar, J.C. Mainer. *Breve historia de la literatura española*. Alianza Editorial, 2014.
3. Giovanna Beneti, M. Casellato et al. *Más que palabras. Literatura por tareas*. Difusión, Barcelona, 2004.
4. R. Barros, A.M. González et al. *Curso de literatura. Español lengua extranjera*. Edelsa, Madrid, 2015.
5. J.A. Garrido Ardila. *A Concise Introduction to the History of the Spanish Novel*. Oxford University Press, 2015.
6. David T. Gies (Ed.). *The Cambridge History of Spanish Literature*. Cambridge University Press, 2008.

## Semester 6

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*Course Code: 24-SLA-C-600 (Core)*

**Course Title:** Advanced Use of Language 2

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### **A. Course Description**

This course continues the development of advanced Spanish language skills, emphasizing complex grammatical structures, formal writing, and effective communication. By the end of the course, students will be able to:

- Engage in advanced discussions and debates using precise and well-structured arguments.
- Analyze and interpret complex texts.
- Produce well-organized, articulate written texts demonstrating mastery of advanced grammar and discourse connectors.

### **B. Course Content**

The course follows the prescribed textbook:

*Jaime Corpas, Agustín Garmendía, et al. Aula Internacional 5. B2.2 (Libro del alumno, CD). Difusión, Madrid, 2017.*

- **Module 1: Unit 4 – Expressing Opinions and Hypothetical Situations**

Topics include:

1. Strategies for expressing opinions and argumentation
2. Use of the subjunctive to express doubt, probability, and hypothetical situations
3. Verbal periphrases and modal verbs
4. Future perfect and conditional perfect tenses
5. Sentence structures with *deber de*, *poder*, *tener que* + infinitive

Objectives:

- Formulate and defend opinions effectively
  - Use advanced verb forms to express probability and hypotheticals
  - Apply modal verbs correctly in formal and informal contexts
- **Module 2: Unit 5 – Persuasive Writing and Narrative Structures**

Topics include:

1. Characteristics of persuasive texts
2. Argumentative structures and supporting evidence
3. Narrative sequencing and past tenses
4. Use of connectors for coherence and cohesion
5. Role of reported speech in argumentative texts

Objectives:

- Develop persuasive writing techniques
- Structure narratives effectively with advanced cohesion strategies
- Use reported speech accurately in both written and oral expression
- **Module 3: Unit 6 – Expressing Cause, Consequence, and Purpose**

Topics include:

1. Causal and consecutive connectors (*puesto que, ya que, debido a que, por lo tanto, en consecuencia*)
2. Expressing purpose with *para que* + subjunctive and other constructions
3. Emphasizing contrast (*sin embargo, no obstante, a pesar de que*)
4. Complex sentence structures combining multiple clauses

Objectives:

- Use appropriate discourse markers for logical reasoning
- Express purpose and consequence fluently
- Structure complex sentences for effective communication

#### Evaluation Pattern:

- Internal Assessment: 40 marks (three sessional tests of equal weightage; best two to count. One sessional includes a presentation on a novel read by the student.)
- End Semester Examination: 60 marks

#### Prescribed Textbook:

Jaime Corpas, Agustín Garmendía, et al. *Aula Internacional 5. B2.2* (Libro del alumno, CD). Difusión, Madrid, 2017.

#### Additional Resources:

1. Richmond, Dorothy. *Practice Makes Perfect: Spanish Pronouns and Prepositions*. McGraw-Hill Education, 2016.
2. Vranic, Gordana. *Hablar por los Codos: Frases para un Español Cotidiano*. Edelsa, Barcelona, 2004.
3. Cascón Martín, Eugenio. *Español Coloquial: Rasgos, Formas y Fraseología de la Lengua Diaria*. Edinumen, Madrid, 2006.
4. Palomino, M. Ángeles. *Expresión Oral Dual: Pretextos para Hablar*. Edelsa, Madrid, 1998.
5. Vázquez Adieu, G. *Actividades para la Escritura Académica*. Edinumen, Madrid, 2001.

*Course Code: 24-SPLA-C-601 (Core)*

**Course Title:** Cultural History of the Spanish-Speaking World II (Latin America)

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

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### **A. Course Description**

This course offers a comprehensive overview of the cultural, historical, and social evolution of Latin America from the colonial period to the present. It covers key themes such as indigenous civilizations, colonization, independence movements, cultural identity, literature, art, music, and contemporary socio-political developments. Emphasis is placed on understanding the diversity of cultural expressions across Latin America and their contributions to the Spanish-speaking world.

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### **B. Course Content**

- **Module 1:** Major Indigenous Civilizations  
Study of the Aztecs, Mayas, and Incas including their cities, architecture, religious beliefs, and worldviews. Examination of colonization's impact and the present-day status of these cultures.
  - **Module 2:** Discovery, Conquest, and Colonization  
Analysis of Spanish conquest and colonization, cultural hybridization, resistance, and independence movements. Special focus on the Mexican Revolution and its influence on Latin American identity.
  - **Module 3:** 20th Century Avant-Garde Movements  
Exploration of avant-garde painting and architecture, 1960s political and cultural upheavals, and the impact of military dictatorships on culture and social dynamics.
  - **Module 4:** Contemporary Latin American Culture  
Study of music, cinema, dance, sports, transition to democracy, indigenous assertion, and social movements.
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### **Evaluation:**

- Internal Assessment: 40 marks (three sessional tests; best two to count)
  - End Semester Examination: 60 marks
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### **Prescribed Textbooks:**

1. Chamorro, C., et al. *Todas las Voces: Curso de Cultura y Civilización*. B1. Difusión, Barcelona, 2010.
2. Garavaglia, Juan Carlos & Juan Marchena. *Historia de América Latina: De los Orígenes a la Independencia (II)*. Editorial Crítica, 2005.
3. Lucena, Salmoral, Manuel. *Breve Historia de Latinoamérica: De la Independencia de Haití a los Caminos de la Social Democracia*. Editorial Cátedra, 2007.
4. Fernández González, Jesús. *Voces de América*. SGEL, Salamanca, 2004.

Additional reading material will be provided by the instructor.

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*Course Code: 24-SLA-C-602 (Core)*

**Course Title:** Introduction to Literary Texts from Spain and Latin America II

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

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### **A. Course Description**

This course introduces students to Latin American literature from Pre-Columbian texts to the 21st century. It focuses on reading and appreciating literary works in their social, cultural, and political contexts. The course explores the expansion of narrative techniques and the thematic concerns of Latin American writers, especially in the Post-Boom era, including class struggle, gender relations, and urban poverty. Students will learn to analyze literary works within their historical and cultural frameworks.

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### **B. Course Content**

- **Module 1:** Latin American Literature: An Introduction  
Overview of periodization, genres, and canon. Introduction to indigenous literature, oral traditions, sacred books, and early contact with European culture, including epic poems like *The Araucanos* and codices like *ChilamBalam* and *Popol Vuh*.
  - **Module 2:** Literature of the Conquest, Colonial Period, and Modernism  
Overview of literature from the conquest and colonial periods to the late 19th century. Study of Romanticism focusing on national themes, regional literature, and Modernismo in poetry, essays, and chronicles.
  - **Module 3:** Twentieth Century Latin American Literature  
Exploration of key 20th-century poets and novelists such as Gabriela Mistral, Pablo Neruda, Juan Rulfo, Octavio Paz, Jorge Luis Borges, and the Magical Realism movement.
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**Evaluation:**

- Internal Assessment: 40 marks (three sessional tests; best two to count)
  - End Semester Examination: 60 marks
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**Reference Books:**

1. Oviedo, Jose Miguel. *Historia de la literatura hispanoamericana*. Alianza Editorial, 2012.
2. Sommer, Doris. *Foundational Fictions: The National Romances of Latin America*. University of California Press, 1991.

Texts and fragments will be provided by the course instructor.

**Course Code: 24 -SLA- C-700 (Major)**

**Course Title: Introduction to Consecutive Interpretation**

**Hours of Instruction: 4 hours per week**

**Credits: 4**

**Maximum Marks: 100**

**No of seats: 50**

**A. Course Description:**

This course provides an essential foundation in the principles and practice of consecutive interpretation. Designed for aspiring interpreters, it emphasizes the development of listening, memory, note-taking, and public speaking skills essential for accurate and effective interpretation. Students will engage with real-world scenarios and refine techniques for conveying spoken messages between languages with precision and cultural sensitivity.

**Course Objective:**

To introduce students to the foundational principles and practical skills of consecutive interpretation, focusing on listening, memory, note-taking, and public speaking for accurate and culturally sensitive interpretation.

**Learning Outcomes:**

By the end of the course, students will be able to:

1. Demonstrate effective listening and memory retention strategies.

2. Apply structured note-taking techniques to support interpretation.
3. Interpret spoken messages accurately in real-world scenarios.
4. Exhibit cultural sensitivity and clarity in public speaking during interpretation tasks

**B. Course Content: The course comprises the following modules.**

**Module 1: Fundamentals of Interpretation**

Introduction to interpreting modes, ethics, and interpreter roles. Emphasis on the unique structure and purpose of consecutive interpretation. Students explore the role of the interpreter in various contexts, with emphasis on ethics and neutrality.

**Module 2: Memory and Listening Skills**

Techniques to enhance active listening, information retention, and short-term memory required for accurate message reproduction. Students learn techniques for chunking information and retaining details in short and long discourse.

These skills form the cognitive backbone of successful consecutive interpretation.

**Module 3: Notes Taking Techniques**

Exploration of efficient note taking strategies, symbols, and abbreviations focused to the needs of interpreters during speech delivery. The goal is to reduce cognitive overload and support accurate delivery.

**Module 4: Practice and Performance**

Provides hands-on interpreting experience through role-play, recorded speeches, and peer feedback and emphasizes performance under time constraints, managing speaker styles, and public speaking fluency. Students reflect on their progress and refine techniques for different professional settings.

**Note: Fragments of literary and business terminology texts and audio material will be given in class for comprehension and discussions.**

**C. Evaluation Pattern:**

A candidate's performance will be assessed on 100 marks as follows:

**a. Internal Assessment: 40 marks**

There will be three sessional tests of equal weightage – two best to be counted. Dates for the internal assessment would be announced with sufficient notice.

**b. End semester Examination: 60 marks of oral exam testing interpretation skills**

## D. Reference Books:

1. Gile, Daniel. *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins Publishing Company, 2009.
2. Pöchhacker, Franz. *Introducing Interpreting Studies*. 2nd ed., Routledge, 2016.
3. Jones, Roderick. *Conference Interpreting Explained*. 2nd ed., Routledge, 2014.
4. Setton, Robin, and Andrew Dawrant. *Conference Interpreting: A Trainer's Guide*. John Benjamins Publishing Company, 2016.

Course Code: 24-SLA-C-701 (Major)

**Course Title:** Pragmatic Translation

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### A. Course Objectives

This course aims to develop students' basic proficiency in pragmatic translation. Through practical translation exercises, students will learn to translate simple pragmatic texts between English and Spanish, drawing from contemporary, real-world contexts.

### B. Course Learning Outcomes

By the end of the course, students will be able to:

1. Advance language skills through authentic translation tasks.
2. Apply bilingual skills to analyze and understand real-world documents for translation.
3. Use technology to support translation tasks.
4. Approach linguistic and cultural issues involved in translation.

### C. Course Content

- **Module 1:** Introduction to translation and distinction between pragmatic and literary translation.
- **Module 2:** Translating simple pragmatic texts from Spanish to English, including journalism, advertising, business, commercial, and legal documents; analysis of professional translations.
- **Module 3:** Translating simple pragmatic texts from English to Spanish across similar fields; reading professional translations for comparison.

#### D. Evaluation

- **Internal Assessment (40 marks):** Three sessional tests/assignments/projects; best two will be counted.
- **End Semester Examination (60 marks):** Written exam.

#### E. Prescribed Textbook

Reading materials provided by the instructor.

#### F. Reference Books

1. Sánchez Mompeán, Sofía. *Traducción General II B-A (Inglés - Español)*. Editum, 2020.
2. Merino, José A., and Patrick H. Sheerin. *Manual de Traducción Inversa Español-Inglés*. Anglodidáctica, 2013.
3. Merino, José A., and Susan Taylor. *Manual Práctico de Traducción Directa Inglés-Español*. Anglodidáctica, 2002.
4. Lunn, Patricia V., and Ernest J. Lunsford. *En Otras Palabras: Perfeccionamiento del Español por Medio de la Traducción*. Georgetown University Press, 2013.

Course Code: 24-SLA-C-702 (Major)

**Course Title:** Contemporary Literature of the Spanish Speaking World

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

**Prerequisites:** For students admitted to FYUGP with Spanish as their major.

#### Course Description

This course explores the diversity and experimentation in Spanish and Latin American literature across genres such as novels, short stories, and poetry. Focus areas include race, identity, culture, history, myths, social and political commentary, women's experiences, marginalized groups, exile, and emerging voices.

#### Course Objectives & Outcomes

By the end of the course, students will be able to:

1. Comprehend narrative and descriptive texts (written and oral) of any length.
2. Demonstrate cultural awareness of specific Spanish-speaking regions.
3. Analyze and critique literary texts, expressing personal opinions.
4. Write book reviews.

### Course Content

- **Module 1:** Modern Spanish prose and the “New Novel” including experimental narrative techniques and authors like Eduardo Mendoza, Carmen Martín Gaité, Javier Marías. Introduction to the “Afterpop” generation and hybrid literature.
- **Module 2:** Post-boom literature shifting away from magical realism, covering authors like Gabriel García Márquez, Mario Vargas Llosa, Isabel Allende, and themes such as postcolonialism and globalization.
- **Module 3:** New voices influenced by postmodernism, featuring fragmented narratives and themes like migration, race, gender, and diaspora. Authors include Roberto Bolaño, Rita Indiana, SamantaSchweblin, Junot Díaz.
- **Module 4:** Diverse aesthetics and contemporary themes including feminism, queer theory, digital culture, and identity in Latin America. Writers like Rigoberta Menchú and Carolina De Robertis.

### Evaluation

- **Internal Assessment (40 marks):** Three tests/book reviews; best two counted.
- **End Semester Examination (60 marks):** Written exam.

### References

- **Primary Textbook:** Kristal, Efraín (ed.). *The Cambridge Companion to the Latin American Novel*, 2005.
- **Recommended Readings:**
  - Varona-Lacey, Gladys M. *Contemporary Latin American Literature*, 2001.
  - Castro-Klarén, Sara (ed.). *A Companion to Latin American Literature and Culture*, 2008.
  - Balderston, Daniel (ed.). *Encyclopedia of Latin American and Caribbean Literature*, 2004.
  - González Echevarría, Roberto. *Modern Latin American Literature*, 2012.

### Online Resources

- [Post WWII Latin American Boom: 21st Century Literature](#)
- Sáizar, Consuelo. *Constructing Hegemony: The Latin American Boom and the Book Industries*
- Gallego Cuiñas, Ana. *Latin American Narrative in the Late 20th and Early 21st Centuries*
- [Mundo Latino - Cultura](#)
- [Study.com - Latin American Literature](#)

Course Code: 24-SLA-C-703 (Major)

**Course Title:** Spanish through Media

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### Course Description

This course aims to develop Spanish language proficiency through engagement with various media forms including films, TV shows, music, podcasts, and news. It is designed for students with a basic knowledge of Spanish grammar and vocabulary, aiming to improve vocabulary, grammar usage, comprehension, and conversational skills within cultural contexts.

### Learning Objectives

- Develop Spanish proficiency through media-based learning.
- Enhance listening, speaking, reading, and writing skills.
- Increase cultural understanding and language competency.

### Learning Outcomes

- Improved listening comprehension through exposure to diverse accents and colloquial expressions.
- Broadened cultural knowledge of the Hispanic world.

### Course Content

- **Module 1:** Films and TV Shows – exposure to native accents and cultural themes, discussion of plots, characters, and language analysis.
- **Module 2:** News and Current Events – practice language skills with Spanish news topics including politics, sports, and entertainment.
- **Module 3:** Advertisements and Commercials – analyze marketing techniques and cultural references; create advertisements.
- **Module 4:** Interviews and Talk Shows – listening practice with celebrity and expert interviews; discussion and opinion expression.

### Evaluation

- **Internal Assessment (40 marks):** Three tests/book reviews; best two counted.
- **End Semester Examination (60 marks):** Written exam.

### References

1. VanPatten, Bill, Michael Lesser, Gregory Keating. *Lights, Camera, Spanish*, 2006.
2. Franco, E. C. *Español En Directo*, 2015.
3. Martínez-Lage, Ana, F. J. Florián-García. *Spanish through the Media*, 2014.
4. Rodríguez Ruibal, Antonio. *Periodismo Turístico*, 2009.

### Online Resources

- [RTVE](#)
- [El País](#)

Course Code: 24-SLA-C-800 (Major)

**Course Title:** Introduction to Simultaneous Interpretation

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### *A. Course Description*

This course offers a foundational introduction to the theory and practice of simultaneous interpretation. Students will explore the cognitive, linguistic, and technical aspects that define this profession. Through lectures, exercises, and simulated interpretation scenarios, learners will develop core listening and speaking skills, improve memory retention, and gain an understanding of ethical and professional standards for interpreters. Designed for beginners, the course emphasizes hands-on learning to prepare students for advanced interpretation training and professional work environments.

### *B. Course Content*

#### **Module 1: Fundamentals of Simultaneous Interpretation**

- Overview of the profession and core principles
- Distinction between simultaneous and consecutive interpretation
- Interpreter roles, history, and typical settings

#### **Module 2: Cognitive and Linguistic Skills Development**

- Mental processes in interpretation: active listening, memory, multitasking, language reformulation
- Targeted drills for skill development and accuracy

#### **Module 3: Note-Taking Techniques**

- Efficient note-taking strategies, symbols, and abbreviations tailored for interpreters
- Techniques to reduce cognitive overload and support accuracy

#### **Module 4: Practice with Short Speech Segments**

- Hands-on interpreting via role-play, recorded speeches, peer feedback
- Managing time constraints, speaker styles, and public speaking fluency
- Reflection and technique refinement for various professional contexts

*Note:* Literary and business terminology texts will be provided for comprehension and discussion.

### C. Evaluation Pattern

- **Internal Assessment:** 40 marks (three sessional tests, best two counted)
- **End Semester Examination:** 60 marks

### D. Reference Books

1. Gile, Daniel. *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins, 2009.
2. Pöchhacker, Franz. *Introducing Interpreting Studies*, 2nd ed. Routledge, 2016.
3. Jones, Roderick. *Conference Interpreting Explained*, 2nd ed. Routledge, 2014.
4. Setton, Robin, and Andrew Dawrant. *Conference Interpreting: A Trainer's Guide*. John Benjamins, 2016.

Course Code: SPLA-801 (Core)

**Course Title:** Advanced Translation

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### A. Course Description

This course develops advanced translation proficiency focusing on pragmatic and specialized texts. Students will practice translating complex materials between Spanish and English while applying translation theory. It covers professional translation strategies including equivalence, register, and adaptation. Materials include instructor-provided texts and curated online resources.

By course end, students will:

1. Analyze and apply translation strategies across text types
2. Translate specialized and semi-specialized texts effectively
3. Critically evaluate and improve translation quality
4. Understand ethical and professional translation considerations
5. Analyze legal texts such as birth certificates and visa applications

### B. Course Content

#### Module I: Translation Theory and Strategies

- Key translation theories overview
- Pragmatic vs. literary translation challenges
- Functionalist approaches (Skopos theory)

- Strategies for equivalence and coherence

### **Module II: Translating Specialized Texts (Spanish to English)**

- Semi-specialized texts: business, tourism, journalism
- Terminology and register management
- Comparative analysis of professional translations
- Editing and revision techniques

### **Module III: Translating Specialized Texts (English to Spanish)**

- Technical, legal, and scientific text translation
- Style and tone adaptation
- Cultural adaptation and localization challenges
- Peer review for quality assessment

#### *C. Evaluation Pattern*

- **Internal Assessment:** 40 marks (three sessional tests, best two counted)
- **End Semester Examination:** 60 marks

#### *D. Prescribed Textbook*

Reading materials provided by instructor.

#### *E. Reference Books*

1. Merino, José A., and Patrick H. Sheerin. *Manual de traducción inversa español-inglés*. Anglodidáctica, 2013.
2. Merino, José A., and Susan Taylor. *Manual práctico de traducción directa inglés-español*. Anglodidáctica, 2002.
3. Lunn, Patricia V., and Ernest J. Lunsford. *En otras palabras: Perfeccionamiento del español por medio de la traducción*. Georgetown University Press, 2013.
4. Baker, Mona. *In Other Words: A Coursebook on Translation*. Routledge, 2018.
5. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. Routledge, 2022.

Course Code: 24-SLA-C-802 (Major)

**Course Title:** Contemporary Spain and Latin America

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### *Course Description*

An accessible introduction to the politics, culture, institutions, media, and cinema of modern Spain and Latin America. Covers current economic and political conditions, social challenges, and the role of internet and social media. Uses cinema by notable directors to explore cultural and social movements. Students will learn about cultural and regional differences within Spanish-speaking societies and languages.

### *Course Objectives & Outcomes*

By course end, students will:

1. Differentiate cultures across the Spanish-speaking world
2. Understand vocabulary variations
3. Comprehend political and social situations

### *Course Content*

#### **Module 1: Spain**

- Geography, social and political systems, political parties, nationalism, regionalism
- Transition to democracy, monarchy, EU integration
- Media and films (Luis Buñuel, Carlos Saura, Pedro Almodóvar)

#### **Module 2: Mexico and Central America**

- Geography, demography, political party systems
- Social and student movements, identity, colonialism, globalization, migration
- Hispanic diaspora in the USA

#### **Module 3: South America**

- Focus on Colombia, Peru, Venezuela, Argentina, Chile
- Political parties, social movements, indigenous movements in Ecuador and Bolivia

#### **Module 4: Spanish-speaking Caribbean**

- Cuba, Dominican Republic, Puerto Rico
- Social and political systems, political parties, transitions to democracy
- Music and culture of the Caribbean

### *Evaluation*

- **Internal Assessment:** 40 marks (three tests/assignments, best two counted)
- **End Semester Examination:** 60 marks

## References

### Primary Textbooks:

1. Christopher, Ross, Bill Richardson, Begoña Sangrador-Vegas. *Contemporary Spain*, 4th ed. Routledge, 2016.
2. Munck, Ronaldo. *Contemporary Latin America*, 2017.

### Recommended Readings:

1. Junco, José Álvarez. *Mater Dolorosa. La idea de España en el siglo XIX* (Spanish), 2002
2. Avilés, Juan et al. *Historia de España* (Spanish). Madrid: McGraw Hill, 2009
3. Holden, Robert H., Rina Villars. *Contemporary Latin America: 1970 to the Present*. Wiley-Blackwell, 2012

### Online Resource:

- <https://www.ucm.es/mayores/file/historia-de-espana-contemporanea-jaime-tribaldos?ver>

Course Code: 24-SLA-C-803 (Major)

**Course Title:** Methodology of Teaching Spanish as a Foreign Language

**Hours of Instruction:** 4 hours per week

**Credits:** 4

**Maximum Marks:** 100

**Number of Seats:** 50

### A. Course Objectives

Equip students with foundational tools and skills to begin teaching Spanish as a foreign language (ELE) in India. Encourages reflection on ELE issues in India, adaptation of teaching materials, and integration of technology. Includes practical activities such as forum discussions, class observations, and practicum.

### B. Course Learning Outcomes

By course end, students will be able to:

1. Understand key theories, methods, and approaches in ELE teaching.
2. Design lesson plans, critically reflect on teaching, adapt materials, and evaluate assessment methods.
3. Integrate technology, media, and cultural content in Spanish teaching.

### *C. Course Content*

#### **Module 1: Approaches and Methods**

- Historical evolution of foreign language teaching methods
- Second language acquisition theories (Krashen, Vygotsky, Chomsky)
- CEFR framework
- Grammar-translation, direct, communicative, TBLT, CBI
- Intercultural competence and ELE in India

#### **Module 2: Developing Communicative Competence**

- Teaching listening, speaking, reading, writing
- Comprehension techniques, pronunciation, fluency, scaffolding, error correction

#### **Module 3: Materials, Assessment, ICT & Virtual Learning**

- Evaluating/adapting textbooks and authentic materials
- Designing communicative tests
- Integrating podcasts, videos, apps, gamification

#### **Module 4: Teaching Spanish for Specific Purposes (EFE) & Practicum**

- Business, commercial, and tourism Spanish
- Practicum sessions with lesson planning and peer feedback

### *Evaluation*

- **Internal Assessment:** 40 marks (three tests/assignments, best two counted)
- **End Semester Examination:** 60 marks