

## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	Sommer 2018
<b>Institution</b>	VUC Lyngby
<b>Uddannelse</b>	Hf(e)
<b>Fag og niveau</b>	Engelsk A
<b>Lærer(e)</b>	Katrine Dalsgård
<b>Hold</b>	<p>Selvstuderende, som er teknisk tilknyttet hold 17enga2, men følger pensum for hold 17enga21 (elearninghold, der afsluttedes til vintereksamen 2017-2018).</p> <p>Foruden nedennævnte materiale er følgende online hjælpemidler tilladt til mundtlig eksamen og skriftlig eksamen, delprøve 2:</p> <p><a href="http://www.ordbogen.com">www.ordbogen.com</a></p> <p><a href="http://www.oald8.com">www.oald8.com</a> (Oxford Dictionary; engelsk-engelsk grammatik)</p> <p><a href="https://minlaering.dk">https://minlaering.dk</a> (Grammatik)</p>

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	English - a global language (ikke eksamensemne)
<b>Titel 2</b>	American values: the right to bear arms
<b>Titel 3</b>	American immigration
<b>Titel 4</b>	The short story as a genre
<b>Titel 5</b>	Postcolonial and contemporary Nigeria
<b>Titel 6</b>	Them and us: class in Great Britain
<b>Titel 7</b>	Poetry
<b>Titel 8</b>	Love matters

## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

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<b>Titel 1</b>	English – a global language (ikke eksamensemne)
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• ”History of English”, <i>The English Club</i>, <a href="https://www.englishclub.com/english-language-history.htm">https://www.englishclub.com/english-language-history.htm</a></li> <li>• Richard Nordquist, “English as a Global Language”, <i>About.com</i>, <a href="http://grammar.about.com/od/words/a/Englishasgloballanguage.htm">http://grammar.about.com/od/words/a/Englishasgloballanguage.htm</a></li> <li>• Richard Nordquist, “English as a Lingua Franca”, <i>About.com</i>, <a href="http://grammar.about.com/od/e/fl/English-as-a-lingua-franca-ELF.htm">http://grammar.about.com/od/e/fl/English-as-a-lingua-franca-ELF.htm</a></li> <li>• Mette Olsen, “Læserne: Vi taler da liquid English”, <i>Politiken</i>, 15. juni, 2016, <a href="http://politiken.dk/kultur/kultur_top/ECE3254311/laeserne-vi-taler-da-liquid-english/">http://politiken.dk/kultur/kultur_top/ECE3254311/laeserne-vi-taler-da-liquid-english/</a></li> <li>• “Engelske Låneord”, <i>sproget.dk</i>, <a href="http://sproget.dk/temaer/ungdomssprog/engelske-laneord">http://sproget.dk/temaer/ungdomssprog/engelske-laneord</a></li> </ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"> <li>• “Which English?”, Games with words, <a href="http://archive.gameswithwords.org/WhichEnglish/">http://archive.gameswithwords.org/WhichEnglish/</a></li> </ul>
<b>Omfang</b>	Ca. 6 timer
<b>Særlige fokuspunkter</b>	<p>Det engelske sprogs historie, engelsk som globalt sprog (inkl. begrebet lingua franca), geografiske (især UK - USA) og socio-kulturelle varianter af engelsk samt det engelske sprog i Danmark.</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af besvarelser af arbejds spørgsmål samt kommentarer til teksterne. Efterfølgende individuel skriftlig/mundtlig feedback.

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## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

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<b>Titel 2</b>	American values: the right to bear arms
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• From <i>Columbine &amp; Beyond</i>, ed. L. Tang and L. Stilling, Gyldendal, 2006: - “Charlton Heston’s speech at the National NRA Meeting, May 4<sup>th</sup>, 1999”</li> </ul>

	<ul style="list-style-type: none"> <li>- "The Second Amendment"</li> <li>- "The Second Amendment: Myth and Meaning" (Brady Campaign)</li> <li>- Barry Glassner: <i>The Culture of Fear</i>, 1999 (extract)</li> <li>• Jeffrey D. Sachs, "Gun Control after Newtown", Project Syndicate, December 17, 2012, <a href="http://www.project-syndicate.org/commentary/america-s-gun-culture-after-the-newtown-massacre-by-jeffrey-d-sachs">http://www.project-syndicate.org/commentary/america-s-gun-culture-after-the-newtown-massacre-by-jeffrey-d-sachs</a></li> <li>• Video: "Obama marks Newtown shooting anniversary", Reuters, December 14, 2013, <a href="http://www.youtube.com/watch?v=lrPFU8_xqgM">http://www.youtube.com/watch?v=lrPFU8_xqgM</a></li> </ul> <p>Supplerende stof:</p> <ul style="list-style-type: none"> <li>• James Barron, "Nation Reels After Gunman Massacres 20 Children at School in Connecticut". <i>New York Times</i>, Dec. 14, 2012</li> <li>• Video: "Obama: U.S. gun control laws 'greatest frustration of my presidency'". <i>BBC News</i>, July 23, 2015, <a href="https://www.youtube.com/watch?v=IOFOFZxfiDc">https://www.youtube.com/watch?v=IOFOFZxfiDc</a></li> <li>• "Timeline of world-wide school shootings", <i>infoplease.com</i>, <a href="http://www.infoplease.com/ipa/A0777958.html">http://www.infoplease.com/ipa/A0777958.html</a></li> <li>• "A Right to Bear Arms?", <i>Exploring Constitutional Conflicts</i>, <a href="http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm">http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm</a></li> </ul>
<b>Omfang</b>	Ca. 10 timer
<b>Særlige fokuspunkter</b>	<p>Gennem teksterne belyses amerikaneres holdning til våben, våbenbegrænsende lovgivning, diffus frygt samt identitet og 'the frontier heritage'. En sammenligning med Australien berøres ligeledes.</p> <p>Arbejde med akademisk essayskrivning som forberedelse til den skriftlige sagprosaopgave. Fokus på "the writer's tone (language) and attitude".</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Mundtlig aflevering i form af podcast af opgave vedr. Sandy Hook-massakren 'one year later', hvori der indgår tale af Præsident Obama.

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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 3</b>	American immigration
<b>Indhold</b>	Kernestof

- Video: *History of Immigration in the US for Dummies*, Hip Hughes, August 4, 2010  
<http://www.youtube.com/watch?v=Iheb2HqZPiw>
- From *The Sky's the Limit* (eds. Bitten Arildsen and Chris Plougheld), Systime, 1984:
  - "The Melting Pot" (non-fiction)
  - M. Zipes, "Wetbacks: America's Unwanted Immigrants" (non-fiction)
- Arturo Conde, "Undocumented at Goldman Sachs?: Julissa Arce's Riveting New Book", *NBC News*, September 12, 2016,  
<https://www.nbcnews.com/news/latino/julissa-arce-s-new-book-chronicles-her-undocumented-life-corporate-n645611>
- Video: "Goldman Sachs Banker Rose Through Ranks as an Undocumented Immigrant", *Bloomberg*, February 26, 2015,  
<https://www.youtube.com/watch?v=qnb-sqXTLoE>
- "Remarks by the President in Address to the Nation on Immigration", *The White House*, Office of the Secretary, November 20, 2014
- Video: "Obama 2014 Immigration Reform Speech", *The New York Times*, November 20, 2014, <https://www.youtube.com/watch?v=wejt939QXko>
- Donald Trump rails against immigrants in presidential campaign", *CNN*, June 16, 2015, <https://www.youtube.com/watch?v=PTk0rwngPnE>
- Video: Bruce Goodner, "Forms of persuasion: ethos, logos, pathos",  
<https://www.youtube.com/watch?v=x4tTugqBkJU>
- Working paper: How to analyze a speech
- Abraham Cahan, "Katie and Leah" (reportage, 1899). From *New York City: The Making of the Urban Individual*, (ed. René Buhlmann), Systime, 1999
- Gary Soto: "Like Mexicans" (autobiographical essay, 1984). From *Looking for America* (ed. Bjørn Christensen), Systime, 2002
- From *Follow that Dream: American Themes*, (eds. Bitten Arildsen and Chris Plougheld), Systime, 1997:
  - Pat Mora: "Immigrants" (poem 1986)
  - Julia Ortiz Cofer: "Exile" (poem 1987)
  - Amy Tan: "Two Kinds" (novel excerpt 1989)
- Bruce Springsteen, "The Line", 1996,  
<http://www.sing365.com/music/lyric.nsf/The-Line-lyrics-Bruce-Springsteen/28B473314DA6084748256871001576F0>

#### Supplerende stof

- "The Facts on Obama's Order for Immigration Control", *Sequence Media Group*, November 21, 2014, <https://vimeo.com/112517058>
- "Obama enforces immigration overhaul", *BBC*, November 21, 2014,  
<http://www.bbc.com/news/world-us-canada-30136245>
- "Donald Trump wants to deport every single illegal immigrant – could he?", *BBC News*, November 11, 2015,  
<http://www.bbc.com/news/world-us-canada-34789502>
- *Wikipedia* websites: "Abraham Cahan"; "Creative non-fiction"; "Chicano literature".

	<ul style="list-style-type: none"> <li>• Audio: “Two Kinds by Amy Tan”, Parts One, Two, and Three, <a href="https://www.youtube.com/watch?v=zgAk2JBBL5U">https://www.youtube.com/watch?v=zgAk2JBBL5U</a>; <a href="https://www.youtube.com/watch?v=_Rgth2JEgZc">https://www.youtube.com/watch?v=_Rgth2JEgZc</a>; <a href="https://www.youtube.com/watch?v=tSHWplEDfoE">https://www.youtube.com/watch?v=tSHWplEDfoE</a>; Viewed September 6, 2017</li> <li>• Audio: “Two Kinds by Amy Tan, Narrated by Ms. Barbara Manrique”, October 4, 2015, <a href="https://www.youtube.com/watch?v=YhT4s0KCzNk">https://www.youtube.com/watch?v=YhT4s0KCzNk</a></li> <li>• “Amy Tan Biography”, <i>Academy of Achievement</i>, <a href="http://www.achievement.org/autodoc/page/tan0bio-1">http://www.achievement.org/autodoc/page/tan0bio-1</a></li> <li>• Gary Soto’s website, <a href="http://www.garysoto.com/">http://www.garysoto.com/</a></li> <li>• Audio: “Bruce Springsteen, The Line 1996”, <a href="https://www.youtube.com/watch?v=Hh7Y8xeZSwM">https://www.youtube.com/watch?v=Hh7Y8xeZSwM</a></li> <li>• “Writers, Artists, and Entertainers”, <i>Asian Nation</i>, <a href="http://www.asian-nation.org/artists.shtml">http://www.asian-nation.org/artists.shtml</a></li> </ul> <p>Working paper: How to read a poem</p> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> <li>• <i>Lone star</i> (dir. John Sayles), 1996</li> </ul>
<b>Omfang</b>	Ca. 18 timer
<b>Særlige fokuspunkter</b>	<ul style="list-style-type: none"> <li>• Indvandreres forhold i USA i et historisk, samfundsmæssigt og kulturelt perspektiv med temaer som identitet, værdier og selvværd, at være illegal indvandrer, at ønske at høre til, at savne sine rødder, problemer mellem forældregenerationen og deres amerikaniserede børn.</li> <li>• Obama, Trump og amerikansk immigrationslovgivning.</li> <li>• Fokus på nøgleord ”immigration/emigration”, ”nativism”, ”xenophobia”, “immigration reform”, “fitting in”, “(un)documented”, “ambition”, “the American Dream”.</li> <li>• Tekstanalytiske metoder til såvel sagprosa- som litterær analyse, inkl. taleanalyse.</li> <li>• Fokus på det akademiske essay.</li> <li>• Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</li> </ul>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Lytte- og læseopgaver samt skriftlige afleveringer med individuel skriftlig feedback.

Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

Titel 4	The short story as a genre
Indhold	<p>Kernestof</p> <ul style="list-style-type: none"> <li>• Edgar Allen Poe, “The Cask of Amontillado” (1846), <a href="http://www.poedecoder.com/Orisse/works/amontillado.php">http://www.poedecoder.com/Orisse/works/amontillado.php</a></li> <li>• Ernest Hemingway, “Hills Like White Elephants” (1927). From <i>The Story and Its Writer</i> (ed. Ann Charters), Bedford, 1991.</li> <li>• William Faulkner, “A Rose for Emily” (1930), <a href="http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf">http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf</a></li> <li>• Shirley Jackson, “The Lottery” (1949), <a href="http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf">http://sites.middlebury.edu/individualandthesociety/files/2010/09/jackson_lottery.pdf</a></li> <li>• Raymond Carver, “So Much Water So Close to Home” (1977/1981), <a href="http://www.nyx.net/~kbanker/chautauqua/carver.htm">http://www.nyx.net/~kbanker/chautauqua/carver.htm</a></li> <li>• W. Lychak, ”Stolpestad” (2008), <a href="http://www.andover.edu/About/Newsroom/TheMagazine/Fall09/Pages/Stolpestad.aspx">http://www.andover.edu/About/Newsroom/TheMagazine/Fall09/Pages/Stolpestad.aspx</a> samt som skriftlig eksamensstil, stx A, maj 2011</li> </ul> <p>Supplerende stof</p> <ul style="list-style-type: none"> <li>• M.H. Abrams, <i>A Glossary of Literary Terms</i> (extract about the short story)</li> <li>• Anne Lockhart, “The short story and its genre”, (working paper)</li> <li>• S. Hougaard m.fl., <i>Reading Short Stories</i> (Schønberg 1985) (extract)</li> <li>• Martha Womack, “Edgar Allan Poe’s ‘The cask of Amontillado’”, <a href="http://www.poedecoder.com/essays/cask/">http://www.poedecoder.com/essays/cask/</a></li> <li>• “Hills Like White Elephants: Wikis”, <a href="http://www.thefullwiki.org/Hills_Like_White_Elephants">http://www.thefullwiki.org/Hills_Like_White_Elephants</a></li> <li>• The Ernest Hemingway Collection, <a href="http://www.ernesthemingwaycollection.com">http://www.ernesthemingwaycollection.com</a></li> <li>• “Hills like White Elephants”, <i>Cummings Study Guide</i>, <a href="http://www.cummingsstudyguides.net/Guides4/Hills.html">http://www.cummingsstudyguides.net/Guides4/Hills.html</a></li> <li>• Jeffrey Whitmore, “Bedtime story” – a short, <a href="http://mrelliott.net/shortstories/ss1.html">http://mrelliott.net/shortstories/ss1.html</a></li> <li>• Video: John Stacy, “Rose for Emily Lecture”, Parts One and Two, <a href="https://www.youtube.com/watch?v=Qp7p0exVnqo&amp;feature=related">https://www.youtube.com/watch?v=Qp7p0exVnqo&amp;feature=related</a> <a href="https://www.youtube.com/watch?v=zRMHXwdxsiQ">https://www.youtube.com/watch?v=zRMHXwdxsiQ</a></li> <li>• Video: “A Rose for Emily – the ending”, <a href="https://www.youtube.com/watch?v=gt9i2QCp_IM">https://www.youtube.com/watch?v=gt9i2QCp_IM</a></li> <li>• <i>Wikipedia</i> articles: “William Faulkner”; “Raymond Carver”; “Lost Cause of the Confederacy”.</li> <li>• “Shirley Jackson”, <a href="http://shirleyjackson.org">http://shirleyjackson.org</a></li> <li>• Video: The Lottery, Parts One and Two, <a href="https://www.youtube.com/watch?v=pIm93Xuij7k">https://www.youtube.com/watch?v=pIm93Xuij7k</a> and <a href="https://www.youtube.com/watch?v=PMhV3fwx5Sg">https://www.youtube.com/watch?v=PMhV3fwx5Sg</a></li> <li>• Dr. Randy Laist, “Shirley Jackson’s ‘The Lottery’: The Power of Symbols”, May 22, 2011, <a href="https://www.youtube.com/watch?v=B46EMKmKARI&amp;feature=related">https://www.youtube.com/watch?v=B46EMKmKARI&amp;feature=related</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Therese West, "Hvad vi taler om, når vi taler om kærligheden af Raymond Carver", <i>Litteratursiden.dk</i>, <a href="http://www.litteratursiden.dk/artikler/hvad-vi-taler-om-naar-vi-taler-om-kaerlighed-af-raymond-carver">http://www.litteratursiden.dk/artikler/hvad-vi-taler-om-naar-vi-taler-om-kaerlighed-af-raymond-carver</a></li> <li>• "Raymond Carver", <i>Today in Literature</i>, <a href="http://www.todayinliterature.com/biography/raymond.carver.asp">http://www.todayinliterature.com/biography/raymond.carver.asp</a></li> </ul> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> <li>• Film: <i>Short Cuts</i> (dir. Robert Altmann), 1993</li> <li>• Film: <i>Jindabyne</i> (dir. Ray Lawrence), 2007</li> </ul>
<b>Omfang</b>	Ca. 23 timer
<b>Særlige fokuspunkter</b>	<p>Forløbet har til formål at opfylde bekendtgørelsens krav om at beskæftige sig med tekstanalytiske begreber og væsentlige strømninger i britisk og amerikansk litteraturhistorie. I forløbet præsenteres novellen som genre og dens udvikling fra midten af 1800-tallet til nutidens postmoderne noveller. Hovedvægten er på modernismen.</p> <p>Fokus på faglige begreber som "Point of view", "first/second/third person narrator", "the (un)reliable narrator", "exposition, complication, climax, denouement/resolution", "in medias res/open end", "frame story", "chronological progression", "flashbacks", "scenic/panoramic", "setting", "symbols".</p> <p>Fokus på faglige begreber og analysemetoder til de to skriftlige eksamensopgaveformer, inkl. "the five-paragraph essay" og "How to write a good introduction."</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Mundtlige opgaver i form af podcasts. Henholdsvis skriftlig og mundtlig feedback.

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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 5</b>	Postcolonial and contemporary Nigeria
<b>Indhold</b>	<p>Kernestof</p> <ul style="list-style-type: none"> <li>• Ken Saro-Wiwa, "The Bonfire" (1986). In Bühlmann, m. fl., <i>Departures</i>, Systime, 1998.</li> <li>• Ben Okri, "In the Shadow of War" (1988). In Rene Bühlmann, m.fl., <i>Departures</i>, Systime, 1998.</li> </ul>

	<ul style="list-style-type: none"> <li>• Chimamanda Ngozi Adichie, “The American Embassy” (c. 2003); From <i>The Thing Around Your Neck</i>, HarperCollins, 2009.</li> <li>• Chika Unigwe, “Borrowed Smile”, <i>AfricanWriter.com</i>, May 21, 2005, <a href="http://www.africanwriter.com/borrowed-smile-a-short-story-by-chika-unigwe/">http://www.africanwriter.com/borrowed-smile-a-short-story-by-chika-unigwe/</a></li> </ul> <p>Supplerende materiale</p> <ul style="list-style-type: none"> <li>• Katrine Dalsgård, “Topic introduction” – working paper</li> <li>• “Ken Saro-Wiwa”, <i>New York Times</i>, May 22, 2009</li> <li>• Video: “The Case against Shell: The Hanging of Ken Saro-Wiwa Showed the True Cost of Oil”, 2009, <a href="https://www.youtube.com/watch?v=htF5XEIMyGI">https://www.youtube.com/watch?v=htF5XEIMyGI</a></li> <li>• Anita Sethi, "Ben Okri: novelist as dream weaver". <i>The National</i>, September 1, 2011</li> <li>• Daria Tunca, “Chimamanda Ngozi Adichie: An Introduction”, <a href="http://www.l3.ulg.ac.be/adichie/cnaintro.html">http://www.l3.ulg.ac.be/adichie/cnaintro.html</a></li> <li>• “General Sani Abacha”, <i>Africa Confidential</i>, <a href="http://www.africa-confidential.com/whos-who-profile/id/2651/Sani_Abacha">http://www.africa-confidential.com/whos-who-profile/id/2651/Sani_Abacha</a></li> <li>• <i>Wikipedia</i> article on Chika Unigwe</li> <li>• “People and Power: the Nigerian Connection”, Parts One and Two, Al Jazeera English, <a href="http://www.youtube.com/watch?v=tMef3Xt0IHk">www.youtube.com/watch?v=tMef3Xt0IHk</a>; <a href="http://www.youtube.com/watch?v=tMef3Xt0IHk">www.youtube.com/watch?v=tMef3Xt0IHk</a></li> <li>• Felicia R. Lee, “New Wave of Writers with an Internationalist Bent”, <i>New York Times</i>, June 29, 2014, <a href="http://www.nytimes.com/2014/06/30/arts/new-wave-of-african-writers-with-an-internationalist-bent.html?_r=1">http://www.nytimes.com/2014/06/30/arts/new-wave-of-african-writers-with-an-internationalist-bent.html?_r=1</a></li> </ul> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> <li>• Film: <i>Lille Soldat</i> (dir. Annette K. Olesen), 2008</li> <li>• Nollywood sitcoms</li> </ul>
<b>Omfang</b>	Ca. 12 timer
<b>Særlige fokuspunkter</b>	<p>På baggrund af en fyldig introduktion til det postkoloniale og moderne Nigerias historie og samfundsforhold har forløbet fokuseret på fire litterære tekster. Hos Saro-Wiwa er det centrale tema <i>Nigerias position mellem tradition og modernitet</i>. Okri fokuserer på <i>Biafrakrigen gennem børneøjne</i>, idet han inddrager elementer af afrikansk spiritualitet. I Adichies novelle fokuseres på <i>moderne, intellektuelle afrikanere, især kvinders psykologi og personlige relationer, i skyggen af militærdiktaturet</i>, mens Unigwe forestiller sig livet som <i>nigeriansk prostitueret i Europa</i> set fra såvel den handlede kvindes som hendes traditionelle afrikanske landsbys perspektiv.</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>



<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Kursisterne har arbejdet med teksterne på grundlag af arbejdsspørgsmål og multiple choice-opgaver. Skriftlig afleveringsopgave med individuel skriftlig feedback.
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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 6</b>	Them and us: class in Great Britain
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• Anne Lockhart, “Topic introduction: Them and Us” – working paper; April 2014; rev. Katrine Dalsgård, October 2014; March, September, and December 2015; February, August, and December 2016; October 2017, excerpt.</li> <li>• George Bernard Shaw, <i>Pygmalion</i> (1916) Act I and excerpts of Acts II and V, Penguin, 1941.</li> <li>• Kamal Ahmed, “The Boy on the Left had no future” (2002) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004</li> <li>• Amelia Hill &amp; Kamal Ahmed, “TV, public school and Ryan’s fall” (2003) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004</li> <li>• Downside Catholic School, website, <a href="http://www.downside.co.uk/School/about_us/about_downside_school.php">http://www.downside.co.uk/School/about_us/about_downside_school.php</a></li> <li>• Video: <i>The Grumpy Guide to Class</i>, Part One, <a href="https://www.youtube.com/watch?v=3ZAyYBDUNug&amp;feature=relmfu">https://www.youtube.com/watch?v=3ZAyYBDUNug&amp;feature=relmfu</a></li> <li>• Mike Savage, “The ‘class ceiling’ and the new class war”, <i>The Guardian</i>, October 22, 2015, <a href="http://www.theguardian.com/books/2015/oct/22/new-class-war-politics-class-just-beginning">http://www.theguardian.com/books/2015/oct/22/new-class-war-politics-class-just-beginning</a></li> </ul> <p>Supplerende materiale:</p> <ul style="list-style-type: none"> <li>• Photo: Gillman and Soame, <i>The Bullingdon Club</i>, 1987</li> <li>• Videos: <i>How to sound posh</i>, Parts One and Two, August 13, 2015, <a href="https://www.youtube.com/watch?v=Nj0Rh_1kDw;">https://www.youtube.com/watch?v=Nj0Rh_1kDw;</a> <a href="https://www.youtube.com/watch?annotation_id=annotation_2574380737&amp;feature=iv&amp;src_vid=Nj0Rh_1kDw&amp;v=-iW7HxCi5d4">https://www.youtube.com/watch?annotation_id=annotation_2574380737&amp;feature=iv&amp;src_vid=Nj0Rh_1kDw&amp;v=-iW7HxCi5d4</a></li> <li>• Video: Learn the Cockney Accent with Jason Statham, February 25, 2015, <a href="https://www.youtube.com/watch?v=1WvIwkL8oLc&amp;t=11s">https://www.youtube.com/watch?v=1WvIwkL8oLc&amp;t=11s</a></li> <li>• Ashley DeMattio, “George Bernard Shaw”, Covent Garden Memories, 07/11/2012, <a href="http://coventgardenmemories.org.uk/page_id_55_path_0p29p.aspx">http://coventgardenmemories.org.uk/page_id_55_path_0p29p.aspx</a></li> <li>• “What is drama?”. In <i>Fields of Vision</i>, (eds. Delaney, Ward, and Fiorina), Longman, 2003</li> <li>• “How to read a play”. In <i>Toolbox</i> (eds. Jonna Engberg-Pedersen, Mette Grønvold and Hanne Ohland-Andersen), Gyldendal, 2013, pp. 16-17.</li> <li>• Video: “<i>My Fair Lady</i> pronunciation”, <a href="https://www.youtube.com/watch?v=MJr9SSJKkII">https://www.youtube.com/watch?v=MJr9SSJKkII</a></li> <li>• Video: Jonathan, “Friday Fun: Britain’s School System Explained - Angllohenia”, <i>Anglotopia.Net</i>, March 6, 2015, <a href="http://www.anglotopia.net/videos/friday-fun-british-school-system-explained-anglophenia/">http://www.anglotopia.net/videos/friday-fun-british-school-system-explained-anglophenia/</a></li> </ul>

	<ul style="list-style-type: none"> <li>Beth Hale, "Teen tearaway sent to public school for ill-fated experiment is now a proud dad ... with high hopes for his daughter", <i>Daily Mail</i>, April 13, 2009, <a href="http://www.dailymail.co.uk/news/article-1169534/Teen-tearaway-sent-public-school-ill-fated-television-experiment-proud-dad--high-hopes-daughter.html">http://www.dailymail.co.uk/news/article-1169534/Teen-tearaway-sent-public-school-ill-fated-television-experiment-proud-dad--high-hopes-daughter.html</a></li> </ul> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> <li>Anne Lockhart, "Topic introduction: Them and Us" – working paper; April 2014; rev. Katrine Dalsgård, October 2014; March, September, and December 2015; February, August, and December 2016; October 2017, excerpt.</li> <li>Video: "CAMERON OUT &amp; THERESA MAY IN - New Female UK Prime Minister in Place to Tackle BREXIT Situation", June 24, 2016, <i>Elite NOW Agenda</i>, July 14, 2016, <a href="https://www.youtube.com/watch?v=rRsPIL8MGFM">https://www.youtube.com/watch?v=rRsPIL8MGFM</a></li> <li>Video: "My Fair Lady – Audrey Hepburn – Princess of Hungary?", <a href="https://www.youtube.com/watch?v=oXoUzbd-b14&amp;t=5s">https://www.youtube.com/watch?v=oXoUzbd-b14&amp;t=5s</a></li> <li>Video: "My Fair Lady – Rex Harrison – Congratulations Professor Higgins", <a href="https://www.youtube.com/watch?v=N4lupfIRseE">https://www.youtube.com/watch?v=N4lupfIRseE</a></li> <li>Video: "My Fair Lady – Audrey Hepburn – To throw the slippers", <a href="https://www.youtube.com/watch?v=UDEKjNUMR6U">https://www.youtube.com/watch?v=UDEKjNUMR6U</a></li> <li>Video: <i>The Grumpy Guide to Class</i>, Parts Two and Three, <a href="https://www.youtube.com/watch?v=mLUY5xtqRoM">https://www.youtube.com/watch?v=mLUY5xtqRoM</a>; <a href="https://www.youtube.com/watch?v=hDw1YcywJ6k">https://www.youtube.com/watch?v=hDw1YcywJ6k</a></li> </ul>
<b>Omfang</b>	16 timer
<b>Særlige fokuspunkter</b>	Uddannelsens rolle i classesocialiseringen, fx mhp netværk, sprog og kultur. "Social engineering". Udfordringerne ved at bevæge sig op ad den social rangstige, inkl. race-, køns- og etnicitetsmæssige udfordringer. Den britiske klasseorden i det 21. århundrede.  Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne samt fri opgave som fx 'predict the boy's future'.

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### Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 7</b>	Poetry
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>William Shakespeare, Sonnet 18 - "Shall I Compare Thee" (1593-1595) <a href="http://www.shakespeare-online.com/sonnets/18.html">http://www.shakespeare-online.com/sonnets/18.html</a></li> <li>William Shakespeare, Sonnet 130 - "My Mistress' Eyes" (1593-1595) <a href="http://www.shakespeare-online.com/sonnets/130.html">http://www.shakespeare-online.com/sonnets/130.html</a></li> <li>Edna St. Vincent Millay, Sonnet XXVII - "I know I am but summer to yourt heart" (1922)</li> </ul>

	<p><a href="http://www.poets.org/poetsorg/poem/i-know-i-am-summer-your-heart-sonnet-xxvii">http://www.poets.org/poetsorg/poem/i-know-i-am-summer-your-heart-sonnet-xxvii</a></p> <ul style="list-style-type: none"> <li>• Carol Ann Duffy, "Anne Hathaway" (1999), <a href="http://www.scottishpoetrylibrary.org.uk/poetry/poems/anne-hathaway">http://www.scottishpoetrylibrary.org.uk/poetry/poems/anne-hathaway</a></li> <li>• Sylvia Plath, "Metaphors" (1959) <a href="http://shenandoahliterary.org/blog/2012/01/metaphors-by-sylvia-plath/">http://shenandoahliterary.org/blog/2012/01/metaphors-by-sylvia-plath/</a></li> <li>• Pat Mora: "Immigrants" (poem 1986)*</li> <li>• Julia Ortiz Cofer: "Exile" (poem 1987)*</li> <li>• Bruce Springsteen, "The Line", 1996*,</li> <li>• Benjamin Zephaniah, "Rong Radio" (2006), <a href="http://lyrics.wikia.com/Benjamin_Zephaniah:Rong_Radio_Station">http://lyrics.wikia.com/Benjamin_Zephaniah:Rong_Radio_Station</a></li> <li>• Video: Benjamin Zephaniah, "Rong Radio" (2006), <a href="https://www.youtube.com/watch?v=a3HjMcY50Kc">https://www.youtube.com/watch?v=a3HjMcY50Kc</a></li> </ul> <p>Supplerende materiale:</p> <ul style="list-style-type: none"> <li>• Katrine Dalsgård, "Introduction to the Sonnet" – working paper</li> <li>• The Sonnet, <a href="http://www.writing.upenn.edu/~afilreis/88/sonnet.html">http://www.writing.upenn.edu/~afilreis/88/sonnet.html</a></li> <li>• Anne Lockhart, "Rhyme, metre and love in Sonnet 18" – working paper</li> <li>• "How to read a poem". From <i>Contexts</i>, (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004</li> <li>• "Reading and understanding poetry". From <i>The entrance</i> (eds. Inger Mulbjerg og Eva Rosenvold), Systime, 1999</li> <li>• Video: "David Gilmour Sonnet 18", <a href="https://www.youtube.com/watch?v=S8Osse7w9fs">https://www.youtube.com/watch?v=S8Osse7w9fs</a></li> <li>• Audio: "Alan Rickman reads Sonnet 130", <a href="https://www.youtube.com/watch?v=xP06F0yynic">https://www.youtube.com/watch?v=xP06F0yynic</a></li> <li>• Video: "Anne Hathaway by Carol Anne Duffy study pointers", <a href="https://www.youtube.com/watch?v=g2xhtLAGSrE">https://www.youtube.com/watch?v=g2xhtLAGSrE</a></li> <li>• "Anne Hathaway", <i>AQA Anthology</i>, <a href="http://www.universalteacher.org.uk/anthology/carolannduffy.htm#annehathaway">http://www.universalteacher.org.uk/anthology/carolannduffy.htm#annehathaway</a></li> <li>• "Sylvia Plath", <i>Wikipedia</i></li> <li>• Audio: "Bruce Springsteen, The Line 1996",*</li> </ul> <p>*: læst i andet forløb</p>
<b>Omfang</b>	Ca. 10 timer
<b>Særlige fokuspunkter</b>	<p>Forløbet har til formål at opfylde bekendtgørelsens krav om at beskæftige sig med kernestoffets områder: 'tekstanalyse', 'litterære tekster fra forskellige perioder' og 'værker af Shakespeare'. Der er fokus på at kunne anvende litterære begreber til at analysere og fortolke ældre og nyere poesi inden for forskellige undergenrer med særligt henblik på sonetten.</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>
<b>Væsentligste arbejdsformer</b>	Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af digtene.

## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

<b>Titel 8</b>	Love Matters
<b>Indhold</b>	<p>Kernestof:</p> <ul style="list-style-type: none"> <li>• William Shakespeare, <i>Romeo and Juliet</i> (1595), excerpt of Act II, Scene II. From <i>Fields of Vision</i>, Vol. II (eds. Denis Delaney et. als.), Longman, 2003</li> <li>• William Shakespeare, Sonnets 18 and 130 (1593-1595)*</li> <li>• Edna St Vincent Millay, I Know I Am But Summer To Your Heart (1922)*</li> <li>• Nadine Gordimer, "Country Lovers", (1975). <i>From Reflections of South Africa: Short Stories by Nadine Gordimer</i> (eds. Kirsten Egebjerg og Gillian Stead Eilersen), Systime, 1985.</li> <li>• William Faulkner: "A Rose for Emily" (1930)*</li> <li>• Hemingway: "Hills Like White Elephants" (1927)*</li> <li>• R. Carver: "So Much Water So Close to Home" (1977)*</li> <li>• Gary Soto: "Like Mexicans" (1984)*</li> <li>• Romesh Gunsekera, "Carapace" (1992)</li> <li>• Bruce Springsteen, "The Line", (1996)*,</li> <li>• Carol Ann Duffy, Anne Hathaway (1999)*</li> <li>• Kathleen Collins, "Only Once" (written but not published in the 1960s or 1970s. In Kathleen Collins, <i>Whatever Happened to Interracial Love</i>, HarperCollins, 2016.</li> </ul> <p>*: læst i andet forløb</p> <p>Supplerende materiale:</p> <ul style="list-style-type: none"> <li>• "Elizabethan drama", "The Lead In", "The Story", "The Soliloquy". From <i>Fields of Vision</i>, Vol. II (eds. Denis Delaney et. als.), Longman, 2003</li> <li>• "Romeo and Juliet Study Guide", <i>Absolute Shakespeare</i>, <a href="http://absoluteshakespeare.com/guides/romeo_and_juliet/romeo_and_juliet.htm">http://absoluteshakespeare.com/guides/romeo_and_juliet/romeo_and_juliet.htm</a></li> <li>• "Romeo and Juliet: Annotated Balcony Scene", <a href="http://www.shakespeare-online.com/plays/balconyscene/romeoandjulietbalconyscene.html">http://www.shakespeare-online.com/plays/balconyscene/romeoandjulietbalconyscene.html</a></li> <li>• No Fear Shakespeare: Romeo and Juliet: Act Two, Scene 2, <i>Sparknotes</i>, <a href="http://nfs.sparknotes.com/romeojuliet/page_78.html">http://nfs.sparknotes.com/romeojuliet/page_78.html</a></li> <li>• Anne Lockhart, "Det elizabethanske verdensbillede" – working paper</li> <li>• Anne Lockhart, "Elizabethan grammar" – working paper</li> <li>• Anne Lockhart, "Need to know: Romeo and Juliet" – working paper</li> <li>• Video: "Royal Shakespeare Company – Romeo &amp; Juliet, on stage footage – NY", <a href="https://www.youtube.com/watch?v=FHoapLO6Zd8">https://www.youtube.com/watch?v=FHoapLO6Zd8</a></li> <li>• Video: "The Reduced Shakespeare Company: Romeo &amp; Juliet", Parts One and Two, <a href="https://www.youtube.com/watch?v=bzVYqiskpMk">https://www.youtube.com/watch?v=bzVYqiskpMk</a>; <a href="https://www.youtube.com/watch?v=xKUyq-uCZr0">https://www.youtube.com/watch?v=xKUyq-uCZr0</a></li> <li>• "Nadine Gordimer Obituary", <i>The Guardian</i>, July 14, 2014</li> <li>• "The Heartbreak Laws", <i>Newsweek</i> (1979)</li> <li>• <i>Wikipedia</i> article on apartheid</li> </ul> <ul style="list-style-type: none"> <li>• Supplerende materiale fra andre forløb om:</li> <li>• Soto (American Immigration, II)</li> </ul>

	<ul style="list-style-type: none"> <li>• Springsteen (American Immigration, II)</li> <li>• Hemingway (The short story as genre, II)</li> <li>• Carver (The short story as genre, II)</li> <li>• Faulkner (The short story as genre, III)</li> <li>• Adichie (Postcolonial and contemporary Nigeria)</li> <li>• Shaw (Them and us: class in Great Britain I)</li> <li>• Shakespeare sonnets, (Poetry)</li> <li>• Millay (Poetry)</li> <li>• Duffy (Poetry)</li> </ul> <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> <li>• Film: Baz Luhrmann (dir.), <i>Romeo and Juliet</i>, 1996</li> <li>• Film: John Madden (dir.), <i>Shakespeare in love</i>, 1998</li> <li>• Film: John Sayles (dir.), <i>Lone star</i> (1996)*</li> </ul> <p>* set i andet forløb</p>
<b>Omfang</b>	Ca. 20 timer
<b>Særlige fokuspunkter</b>	<p>Fokus på læsning af Shakespeare og på skildringen af kærlighedsforhold i ældre og nyere tekster (fx kærlighedserklæringer, ulykkelig kærlighed, kærlighed vs. ægteskab) samt på forhindringer (fx social status, etnicitet, familiefejder) mhp. at forberede den mundtlige eksamens perspektiveringsdel.</p> <p>Sideløbende arbejde med grammatik og fx ordforrådsøvelser, stilistik og oversættelse.</p>
<b>Væsentligste arbejdsformer</b>	<p>Internetbaseret fjernundervisningsforløb. Besvarelse af arbejdsspørgsmål. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Mundtlighed i form af podcast af eksamenspræsentation af uddraget af <i>Romeo and Juliet</i> og perspektivering til andre tekster i emnet. Skriftlig disposition for præsentationen. Kollektiv og individual skriftlig og mundtlig feedback.</p>

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