



Undervisningsbeskrivelse

Stamoplysninger til brug ved prøver til gymnasiale uddannelser

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| Termin | Vinter 2020-2021 |
| Institution | VUC Lyngby |
| Uddannelse | HFe |
| Fag og niveau | Engelsk B-A |
| Lærer(e) | Katrine Dalsgård |
| Hold | 20enga21 |
| Tilladte hjælpemidler | Foruden materiale og egne noter, som kan tilgås på holdsiden på 365 og i LudusWeb, er følgende digitale hjælpemidler tilladt: Meebook Ordbogen.com – alle sprog Oxford English Dictionary <i>Engram</i> (MinLæring) |

Oversigt over gennemførte undervisningsforløb

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| Titel 1 | Global English |
| Titel 2 | American gun culture |
| Titel 3 | The short story as a genre |
| Titel 4 | Post-colonial and contemporary Nigeria |
| Titel 5 | Social class in Great Britain |
| Titel 6 | Shakespeare and his legacy |

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

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| Titel 1 | Global English |
| Indhold | Kernestof: |



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| | <ul style="list-style-type: none">• Robert McCrum, William Cran and Robert MacNiel, “An English-Speaking World” (1992). From: Eva Rosenvold og Rene Bühlmann, <i>A New Entrance</i>, Systime, 2001-2007, pp. 83-85 (2,5 s.)• Barbara Seidlhofer, “English as a lingua franca”. <i>ELT Journal</i>, Vol. 59/4, October 2005, excerpt (1,2 s.)• Kay Xander Mellish, “Dear Danes: Please stop swearing in English (or at least where English speakers can hear it)”, including the comment thread. <i>LinkedIn</i>, 14 September, 2018 (5,0 s.)• ”Britisk og amerikansk engelsk”. <i>Min Læring</i>, 2019 (1,0 s.)• Sahith Aula, ”The Problem with the English Language in India”, <i>Forbes</i>, 6 November 2014, https://www.forbes.com/sites/realspin/2014/11/06/the-problem-with-the-english-language-in-india/ (2,5 s.) <p>Supplerende stof:</p> <ul style="list-style-type: none">• Mette Olsen, “Læserne: Vi taler da liquid English”, <i>Politiken</i>, 15. juni, 2016, http://politiken.dk/kultur/kultur_top/ECE3254311/laeserne-vi-taler-da-liquid-english/ (5 s.)• “Engelske Låneord”, <i>sproget.dk</i>, http://sproget.dk/temaer/ungdomssprog/engelske-laneord (1 s.)• “India: Why Does It Have so Many Different Languages”, Dr. Word Person, 1 May 2019, https://www.youtube.com/watch?v=9mEYv8niqw4 (1,7 s.)• “Which English?”, <i>Games with words</i>, http://archive.gameswithwords.org/WhichEnglish/ (1 s.) |
| Omfang | 21 sider, heraf ca. 12 sider kernestof |
| Særlige fokuspunkter | <ul style="list-style-type: none">• Det engelske sprogs historie• Engelsk som globalt sprog med særlig fokus på engelsk som lingua franca, især i Indien• Det engelske sprog i Danmark.• Forskellene på britisk og amerikansk engelsk. <p>Sideløbende arbejde med grammatik.</p> |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af besvarelser af arbejdsspørgsmål samt kommentarer til teksterne. Efterfølgende individuel skriftlig/mundtlig feedback. Systematisk arbejde med opbygningen af det skriftlige essay. Ordklasseøvelse baseret på kravene i tidligere eksamensopgaver. |



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

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| Titel 2 | American gun culture |
| Indhold | <p>Kernestof:</p> <ul style="list-style-type: none">• From <i>Columbine & Beyond</i>, ed. L. Tang and L. Stilling, Gyldendal, 2006:<ul style="list-style-type: none">- “The Second Amendment” (0,5 s.)- “The Second Amendment: Myth and Meaning” (Brady Campaign) ((2,5 s.)• Video and transcript: Charlton Heston, <i>From my cold, dead hands</i> (Closing remarks at the 2000 NRA annual meeting in Charlotte, North Carolina), https://www.youtube.com/watch?v=5ju4Gla2odw (1,0 s.)• Jeffrey D. Sachs, ”Gun Control after Newtown”, Project Syndicate, December 17, 2012, http://www.project-syndicate.org/commentary/america-s-gun-culture-after-the-newtown-massacre-by-jeffrey-d-sachs (2,5 s.)• Video: “Trump blames weekend shootings on the glorification of violence”, <i>The Guardian</i>, 5 August 2019, https://www.youtube.com/watch?v=I5-E-s9-4M (0,3 s.)• Robinson Meyer, “The Righteous Anger of the Parkland Shootings Teen Survivors”. <i>The Atlantic</i>, February 17, 2018; rpt. Undervisningsministeriet, Skriftlig eksamen, Engelsk A, <i>Vejledende opgavesæt 1</i>, 2018. (4 s.)• The Ellen Show, ”Parkland Shooting Survivors on the ‘March for Our Lives’”. <i>YouTube website</i>, February 23, 2018; from Undervisningsministeriet, Skriftlig eksamen, Engelsk A, <i>Vejledende opgavesæt 1</i>, 2018. (0,9 s.) <p>Supplerende stof:</p> <ul style="list-style-type: none">• Topic introduction, (1,5 s)• James Barron, "Nation Reels After Gunman Massacres 20 Children at School in Connecticut". <i>New York Times</i>, Dec. 14, 2012 (4, 0 s.)• “Timeline of world-wide school shootings”, <i>infoplease.com</i>, http://www.infoplease.com/ipa/A0777958.html (6,0 s.)• ”A Right to Bear Arms?”, <i>Exploring Constitutional Conflicts</i>, http://law2.umkc.edu/faculty/projects/ftrials/conlaw/beararms.htm (2,0) <p>Anbefalet stof:</p> <ul style="list-style-type: none">• Film: <i>Bowling for Columbine</i> (dir. Michael Moore), 2002 |
| Omfang | Ca. 30 sider, heraf ca. 16 sider kernestof |
| Særlige fokuspunkter | <ul style="list-style-type: none">• Fortolkninger af ”the Second Amendment”• Fortalere for og kritikere af den lette adgang til skydevåben• Adgang til skydevåben i forhold til amerikanske værdier |



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| | <ul style="list-style-type: none"> • Mulige årsager til de mange masseskydninger, herunder spørgsmålet om en amerikansk voldskultur eksisterer • Situationen i USA sammenlignet med Australien <p>Arbejde med akademisk essayskrivning som forberedelse til den skriftlige sagprosaopgave. Fokus på analysemetoder til de skriftlige eksamensopgaveformer, inkl. ”the funnel introduction.”</p> <p>Sideløbende arbejde med grammatik, stilistik og semantiske felter.</p> |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Skriftlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Første egentlige skriftlige eksamensopgave, opgave 1-4. Individuel og kollektiv feedback. |

[Retur til forside](#)

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

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| Titel 3 | The short story as a genre |
| Indhold | <p>Kernestof</p> <ul style="list-style-type: none"> • Edgar Allen Poe, “The Cask of Amontillado” (1846), http://www.poedecoder.com/QRisse/works/amontillado.php (2,8 s.) • Jeffrey Whitmore, “Bedtime story” – a short, http://mrelliott.net/shortstories/ss1.html; viewed December 2017 (0,2 s.) • Ernest Hemingway, “Hills Like White Elephants” (1927); <i>Genius Media Group</i>, 2019, https://genius.com/Ernest-hemingway-hills-like-white-elephants-annotated (4,0 s.) • Raymond Carver, “So Much Water So Close to Home” (1977/1981), http://www.nyx.net/~kbanker/chautauqua/carver.htm (7,0 s.) • W. Lychak, ”Stolpestad” (2008), Engelsk A, Skriftlig eksamen, <i>Undervisningsministeriet</i>, maj 2011 (4,0 s.) • Paul Auster, ”Auggie Wren’s Christmas Story”. <i>Prime Cuts</i> (ed. Henriette Madsen) Gyldendal, 2002, 149-156 (7 s.) • Coraghessan Boyle, ”She’s the Bomb”. <i>Narrative Magazine</i> website, Fall 2017; rpt. in <i>Undervisningsministeriet</i>, Skriftlig eksamen, Engelsk A, <i>Vejledende opgavesæt 1</i>, 2018. (4,5 s.) <p>Supplerende stof</p> <ul style="list-style-type: none"> • Audio: <i>The Cask of Amontillado Reading</i>, 16 April 2013, https://www.youtube.com/watch?v=hqSIRsmu7DE (5,3 s.) • M.H. Abrams, <i>A Glossary of Literary Terms</i> extract about the short story); (1,0 s) • Anne Lockhart, “The short story and its genre”, (working paper); (3,0 s.) • S. Hougaard m.fl., <i>Reading Short Stories</i> (Schønberg 1985) (extract); (24 s.) • Martha Womack, “Edgar Allan Poe’s ‘The cask of Amontillado’”, http://www.poedecoder.com/essays/cask/ (2,0 s.) • <i>The Ernest Hemingway Collection</i>, http://www.ernesthemingwaycollection.com; viewed September 2019 (1,0) |



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| | <ul style="list-style-type: none">• “Hills like White Elephants”, <i>Cummings Study Guide</i>, http://www.cummingsstudyguides.net/Guides4/Hills.html (0,5 s.)• “Raymond Carver”, <i>Wikipedia</i>; viewed August 2019, https://en.wikipedia.org/wiki/Raymond_Carver (2,5 s.)• Therese West, “Hvad vi taler om, når vi taler om kærligheden af Raymond Carver”, <i>Litteratursiden.dk</i>, http://www.litteratursiden.dk/artikler/hvad-vi-taler-om-naar-vi-taler-om-kaerlighed-af-raymond-carver (1,5 s.)• ”Postmodernism in Literature: Definition and Examples”, <i>study.com</i>, 2003-2019, https://study.com/academy/lesson/postmodernism-in-literature-definition-lesson-quiz.html (9,0 s.)• ”Postmodernism: Literary Background”. <i>Through literary landscapes</i> (eds. Pia Rørkær Sigh og Niels Randbo Back), Systime, 2020 (4,5 s.)• Auggie Wren’s Christmas Story; excerpt of the film <i>Smoke</i> (dir. Wayne Wang), https://www.youtube.com/watch?v=kCUBw8Ug28 (4,3 s.)• “<i>Smoke</i> by Wayne Wang and Paul Auster” (the ending of <i>Smoke</i>, dir. Wayne Wang), https://www.youtube.com/watch?v=RDK7_XkGmVw&t=4s (1,8 s.)• Tom Waits, “Innocent when You Dream”, 1987, Google, https://www.google.com/search?q=tom+waits+innocent+when+you+dream&rlz=1C5CHFA_enDK706DK707&oq=tom+waits+inn&aqs=chrome.1.69i57j0l5.6161j0j8&sourceid=chrome&ie=UTF-8 (1,0 s.)• Audio: Tom Waits, “Innocent when You Dream”, https://www.youtube.com/watch?v=5RBRIuxNpDA (1,5 s.) <p>Anbefalet materiale:</p> <ul style="list-style-type: none">• Film: <i>Short Cuts</i> (dir. Robert Altmann), 1993• Film: <i>Jindabyne</i> (dir. Ray Lawrence), 2007 |
| Omfang | Ca. 68 sider, heraf ca. 30 sider kernestof |
| Særlige fokuspunkter | <p>Forløbet har til formål at opfylde bekendtgørelsens krav om at beskæftige sig med tekstanalytiske begreber og væsentlige strømninger amerikansk litteraturhistorie. I forløbet præsenteres novellen som genre og dens udvikling fra midten af 1800-tallet til nutidens postmoderne noveller.</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>Tillige fokus på postmoderne begreber som ”metafiction”, ”authorial self-reference”, ”game-playing”, ”intertextuality”, ”faction”, ”meaninglessness”.</p> <p>Sideløbende arbejde med grammatik, stilistisk analyse og semantiske felter.</p> <p>Fortsat arbejde med den skriftlige eksamensopgave, specielt fiktionsopgaven.</p> |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af analyse og fortolkning af teksterne. Anden skriftlige eksamensopgave, opgave 1-4. Henholdsvis skriftlig og mundtlig feedback. |

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

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| Titel 4 | Postcolonial and contemporary Nigeria |
| Indhold | <p>Kernestof</p> <ul style="list-style-type: none"> • Ken Saro-Wiwa, “The Bonfire” (1986). In Bühlmann, m. fl., <i>Departures</i>, Systeme, 1998. (5,0 s.) • Chika Unigwe, “Borrowed Smile”, <i>AfricanWriter.com</i>, May 21, 2005, http://www.africanwriter.com/borrowed-smile-a-short-story-by-chika-unigwe/ (5,3 s.) • Chimamanda Ngozi Adichie, “The American Embassy” (c. 2003); From <i>The Thing Around Your Neck</i>, HarperCollins, 2009. (14 s.) • Video: Excerpt of Chimamanda Ngozi Adichie, “The danger of a single story”, (<i>TedTalk</i>, 2009); in <i>Undervisningsministeriet</i>, Stx, Engelsk A, 21 August 2014. (4,5 s.) <p>Supplerende materiale</p> <ul style="list-style-type: none"> • Katrine Dalsgård, “Topic introduction” (3,0 s.) • Video: “The Case against Shell: ‘The Hanging of Ken Saro-Wiwa Showed the True Cost of Oil’”, 2009, https://www.youtube.com/watch?v=htF5XEIMyGI (2,8 s.) • Patricia Cohen, “A Writer’s Violent End, and his Activist Legacy”, <i>New York Times</i>, May 4, 2009. (2,5 s.) • “General Sani Abacha”, <i>Africa Confidential</i>, http://www.africa-confidential.com/whos-who-profile/id/2651/Sani_Abacha (1,0 s.) • “People and Power: the Nigerian Connection”, Parts One and Two, Al Jazeera English, www.youtube.com/watch?v=tMef3Xt0IHK; www.youtube.com/watch?v=tMef3Xt0IHK (17 s.) • <i>Wikipedia</i> article on Chika Unigwe (1,0 s.) • Felicia R. Lee, “New Wave of Writers with an Internationalist Bent”, <i>New York Times</i>, June 29, 2014, http://www.nytimes.com/2014/06/30/arts/new-wave-of-african-writers-with-an-internationalist-bent.html?_r=1 (4,0 s.) • Daria Tunca, “Chimamanda Ngozi Adichie: An Introduction”, http://www.l3.ulg.ac.be/adichie/cnaintro.html (1,0 s.) • ”Pidgin – West African lingua franca”, <i>BBC News</i>, 16 November, 2016, https://www.bbc.com/news/world-africa-38000387 (1,5 s.) • <i>TedTalk</i>, ”Our Organization”, n.d., https://www.ted.com/about/our-organization (1,0 s.) <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> • Film: <i>Lille Soldat</i> (dir. Annette K. Olesen), 2008 • Nollywood sitcoms |
| Omfang | Ca. 60 sider, heraf 25 sider kernestof |
| Særlige fokuspunkter | På baggrund af en fyldig introduktion til det postkoloniale og moderne Nigerias historie og samfundsforhold har forløbet fokuseret på følgende emner: |



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| | <ul style="list-style-type: none">• Nigerias position mellem tradition og modernitet• Livet som nigeriansk prostitueret i Europa• Moderne, intellektuelle afrikanere, især kvinders psykologi og personlige relationer, i skyggen af militærdiktaturet• Faren ved endimensionelle fortællinger, især i forhold til første verdenslandes fortællinger om tredje verdenslande. <p>Sideløbende arbejde med grammatik og stilistik.</p> |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Kursisterne har arbejdet med teksterne på grundlag af arbejdsspørgsmål og multiple choice-opgaver. Skriftlige og mundtlige opgaver med individuel og kollektiv skriftlig og mundtlig feedback. Tredje egentlige eksamensopgave med opgave 1-4. |

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

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| Titel 5 | Social class in Great Britain |
| Indhold | <p>Kernestof:</p> <ul style="list-style-type: none">• Musa Okwonga, “There’s a side to Eton that you won’t read about in David Cameron’s Memoirs”. <i>The Guardian</i>, 19 September 2019, https://www.theguardian.com/commentisfree/2019/sep/19/eton-david-cameron-memoirs-leaders-power (2,5 s.)• Georgia Graham, “Working-class children must learn to be middle class to get on in life, government inspector says”, <i>The Telegraph</i>, March 3, 2014, https://www.telegraph.co.uk/education/10671048/Working-class-children-must-learn-to-be-middle-class-to-get-on-in-life-government-advisor-says.html (2,0 s.)• Kamal Ahmed, “The Boy on the Left had no future” (2002) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004 (3,0 s.)• Short film: <i>Nadia</i> (dir. Terry Nygh), Million Youth Media, 2017, https://www.youtube.com/watch?v=ffqp6f0_rzw (5,9 s.)• George Bernard Shaw, <i>Pygmalion</i> (1916) Penguin Plays, 1941. (140 s.) <p>Supplerende materiale:</p> <ul style="list-style-type: none">• Anne Lockhart, “Topic introduction”, April 2014; rev. Katrine Dalsgård, October 2020, excerpt. (3,5 s.)• Video: <i>Learn the Cockney Accent with Jason Statham</i>, February 25, 2015, https://www.youtube.com/watch?v=1WvIwkL8oLc&t=11s, retrieved 27 April 2020, (2,5 s.)• Video: Mike Savage, <i>Sociology: Cultural capital</i>, Hay Festival, 2017, https://www.youtube.com/watch?v=gH1N8ItUUzY (1,0 s.)• Video: Jonathan, “Friday Fun: Britain’s School System Explained - Anglophenia”, <i>Anglotopia.Net</i>, March 6, 2015, http://www.anglotopia.net/videos/friday-fun-british-school-system-explained-anglophenia/ (1,3 s.)• Picture of Jacob Rees-Mogg in Parliament• Website: <i>Centrepoin: give homeless young people a future</i>, 2019, https://centrepoin.org.uk/ (1,0 s.) |



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| | <ul style="list-style-type: none"> • Amelia Hill & Kamal Ahmed, “TV, public school and Ryan’s fall” (2003) – article, <i>Contexts</i> (eds. Jonna Engberg-Pedersen, et. als.), Gyldendal, 2004 (3,5 s.) • 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, http://www.dailymail.co.uk/news/article-1169534/Teen-tearaway-sent-public-school-ill-fated-television-experiment-proud-dad-high-hopes-daughter.html (4,0 s.) • Excerpt of Ashley DeMattio, “George Bernard Shaw: Life and Works”, <i>Covent Garden Memories</i>, 27 June 2020, http://coventgardenmemories.org.uk/page_id_55_path_0p29p.aspx (2,0 s.) • “Myth of Pygmalion and Galathea”, <i>Greeka</i>, 2019, https://www.greeka.com/greece-myths/pygmalion-galatea/ (1,0 s.) • “What is drama?”. In <i>Fields of Vision</i>, (eds. Delaney, Ward, and Fiorina), Longman, 2003 (1,0 s.) • Video: “My Fair Lady pronunciation”, https://www.youtube.com/watch?v=MJr9SSJKkII (1,5 s.) <p>Anbefalet materiale:</p> <ul style="list-style-type: none"> • Anne Lockhart, “Topic introduction: What else is going on in Britain at the moment”, April 2014; rev. Katrine Dalsgård, November 2019. • Audio: “’The English Character’ by E M Forster (essay read by Tom O’Bedlam)”, 4 August 2010, https://www.youtube.com/watch?v=fIDSR7OXQh4 • Film: <i>The Riot Club</i> (dir. Lone Scherfig), 2014 • Video: <i>How David Beckham’s accent has changed – Cockney to Posh</i>, Eat Dream Sleep English, 2019, https://www.youtube.com/watch?v=GFMZDfqt-Vs • Video: “My Fair Lady – ‘Why can’t the English?’”, https://www.youtube.com/watch?v=EAYUuspQ6BY • Video: “Audrey Hepburn – Embassy Ball – My Fair Lady” https://www.youtube.com/watch?v=H-4IfNfVH4 • Video: “My Fair Lady – Rex Harrison – Congratulations Professor Higgins”, https://www.youtube.com/watch?v=N4lupfIRseE • Video: “Audrey Hepburn – To throw him the slippers – My Fair Lady 1964”, https://www.youtube.com/watch?v=UDEKjNUmR6U • Video: “Audrey and Rex Harrison - At Mrs Higgins’s house – My Fair Lady”, https://www.youtube.com/watch?v=ORiAWbAajyM |
| Omfang | 174 sider, heraf 153 sider kernestof |
| Særlige fokuspunkter | <p>Betydningen af uddannelse for klassesocialisering, fx mhp netværk (fx fra public schools), sprog (Cockney vs. RP) og kultur.</p> <p>Begreber som ”cultural capital” og ”social engineering”.</p> <p>Udfordringerne ved at bevæge sig op ad den social rangstige, inkl. race-, køns- og etnicitetsmæssige udfordringer.</p> <p>Underklassens holdning til resten af samfundet.</p> |



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| | Hjemløse unge. Værklæsning. Sideløbende arbejde med grammatik og fx ordforrådsøvelser og stilistik. |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Skriftlige og mundtlige opgaver i form af analyse, fortolkning og perspektivering af teksterne samt fri opgave som 'predict the boy's future'. Skriftlig og mundtlig individuel og kollektiv feedback. |

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

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| Titel 6 | Shakespeare and his legacy |
| Indhold | <p>Kernestof:</p> <ul style="list-style-type: none">• 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 (2,8 s.)• William Shakespeare, Sonnets 116 and 18 (1593-1595) (1,0 s.)• Edna St Vincent Millay, "I Know I Am But Summer To Your Heart" (1922) (0,5 s.)• Mark Knopfler, <i>Romeo and Juliet</i> (1980) (1,3 s.)• A pop sonnet of the student's own choosing, <i>pop sonnet</i>, n.d., http://www.popsonnet.com/ (0,5 s.)• Video: Akala, "Hip-Hop and Shakespeare", <i>TedTalk</i>, (2011) (7,0 s.) <p>Supplerende materiale:</p> <ul style="list-style-type: none">• "Elizabethan Drama", "The Lead In", "The Story", "The Soliloquy". From <i>Fields of Vision</i>, Vol. II (eds. Denis Delaney et. als.), Longman, 2003 (4,0 s.)• Anne Lockhart, "Det elizabethanske verdensbillede" – working paper (5,0 s.)• Anne Lockhart, "Elizabethan grammar" – working paper (1,5 s.)• Anne Lockhart, "Need to know: Romeo and Juliet" – working paper (2,5 s.)• Video, Mark Knopfler, <i>Romeo and Juliet</i>, 2006, https://www.youtube.com/watch?v=vyI9fIHHT2Q (1 s.)• Katrine Dalsgård, Introduction to the sonnet genre, working paper (3 s.)• Video: <i>Sonnet 116 - pronunciation</i>, 19 April 2016, https://www.youtube.com/watch?v=LRTkthIMUeE (0,7 s.)• Video: Juliet Stevenson reads Shakespeare's Sonnet 116, https://www.youtube.com/watch?v=cKyuzXwSolA (0,3 s.)• Anne Lockhart, "Rhyme, metre and love in Sonnet 18", working paper, (2 s.)• Video: "David Gilmour Sonnet 18", https://www.youtube.com/watch?v=S8Osse7w9fs (1 s.) |



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| | <ul style="list-style-type: none">• Audio: Anne Kerry Ford, "I Know I Am But Summer To Your Heart", https://www.youtube.com/watch?v=h_iQNiMe82U (1,2 s.) <p>Anbefalet materiale:</p> <ul style="list-style-type: none">• "Romeo and Juliet Study Guide", <i>Absolute Shakespeare</i>, http://absoluteshakespeare.com/guides/romeo_and_juliet/romeo_and_juliet.htm• "No Fear Shakespeare: Romeo and Juliet: Act Two, Scene 2", <i>Sparknotes</i>, http://nfs.sparknotes.com/romeojuliet/page_78.html• Film: Baz Luhrmann (dir.), <i>Romeo and Juliet</i>, 1996• Film: John Madden (dir.), <i>Shakespeare in love</i>, 1998• "Romeo and Juliet: Annotated Balcony Scene", http://www.shakespeare-online.com/plays/balconyscene/romeoandjulietbalconyscene.html• Video: "Royal Shakespeare Company – Romeo & Juliet, on stage footage – NY", https://www.youtube.com/watch?v=FHoapLO6Zd8• Video: "The Reduced Shakespeare Company: Romeo & Juliet", Parts One and Two, https://www.youtube.com/watch?v=bzVyqiskpMk; https://www.youtube.com/watch?v=xKUyq-uCZr0• "No Fear Shakespeare: Sonnet 116", <i>Sparknotes</i>, https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_116/• "No Fear Shakespeare: Sonnet 18", <i>Sparknotes</i>, https://www.sparknotes.com/nofear/shakespeare/sonnets/sonnet_18/ |
| Omfang | Ca. 36 sider, heraf 14 sider kernestof |
| Særlige fokuspunkter | <ul style="list-style-type: none">• Fokus på læsning af Shakespeare, drama såvel som sonetter.• Arven fra Shakespeare og Shakespeares fortsatte relevans i vor egen tid.• Sonetten som genre• Tematisk fokus på skildringen af kærlighed <p>Sideløbende arbejde med grammatik.</p> |
| Væsentligste arbejdsformer | Internetbaseret fjernundervisningsforløb. Besvarelse af arbejdsspørgsmål samt selvstændig udvælgelse og bearbejdning af materiale. Skriftlige og mundtlige opgaver i form af analyse, fortolkning og perspektivering af teksterne. Skriftlig disposition for mundtlig præsentation med henblik på træning af forberedelse til den mundtlige eksamen. Kollektiv og individual skriftlig og mundtlig feedback. |

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