

## Undervisningsbeskrivelse

### Stamoplysninger til brug ved prøver til gymnasiale uddannelser

<b>Termin</b>	December 2020/januar 2021
<b>Institution</b>	VUC Vest, Esbjerg
<b>Uddannelse</b>	Hfe
<b>Fag og niveau</b>	Engelsk A (BA-opgraderingshold; 300-400 sider)
<b>Lærer(e)</b>	Lisbeth Birkelund
<b>Hold</b>	NenA120v

### Oversigt over gennemførte undervisningsforløb

<b>Titel 1</b>	<b>English Language Variation</b> (ca. 12ns) (ikke opgivet separat, men i relation til modul 2 og 4)
<b>Titel 2</b>	<b>Legacy of an Empire</b> (EXAM) (ca. 25ns)
<b>Titel 3</b>	<b>Evil or Ill?</b> (EXAM) (ca. 32ns)
<b>Titel 4</b>	<b>US - Land of Opportunity?</b> (EXAM) (ca. 36ns)
<b>Titel 5</b>	<b>Love</b> (EXAM) (ca. 27ns)
<b>Titel 6</b>	<b><i>The Woman Who Walked into Doors</i></b> (Værklæsning) (ikke opgivet separat, men i relation til modul 3 og 5)

Ca. 330 sider ekskl. supplerende materiale og dokumentar

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

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<b>Titel 1</b>	<b>English Language Variation</b> (ikke opgivet separat, men i relation til modul 2 og 4)
<b>Indhold</b>	<p><b>Kernestof:</b></p> <ul style="list-style-type: none"> <li>- Trudgill, Peter (1974, 2000), “Language and Society” in <i>Sociolinguistics. An Introduction to language and society</i>, 4<sup>th</sup> ed. (pp. 1-9) (PDF) (9)</li> <li>- Barbara Seidlhofer (2005), “English as a lingua franca”. (ELT Journal, Volume 59, Issue 4, 1 October 2005). (ELT Journal website. Link to pdf: <a href="https://academic.oup.com/eltj/article/59/4/339/371345">https://academic.oup.com/eltj/article/59/4/339/371345</a>) (2)</li> <li>- “Features of English as a Lingua Franca”. eLanguages.ac.uk website. (<a href="https://www.elanguages.ac.uk/los/mooc/features_of_english_as_a_lingua_franca.html">https://www.elanguages.ac.uk/los/mooc/features_of_english_as_a_lingua_franca.html</a>) (1)</li> </ul> <p><b>Supplerende stof:</b></p> <ul style="list-style-type: none"> <li>- “The English Language in 24 accents”: (<a href="https://www.youtube.com/watch?v=dABO_DCIdpM">https://www.youtube.com/watch?v=dABO_DCIdpM</a>)</li> <li>- Standard British English vs Standard American English - English Pronunciation Lesson: <a href="https://www.youtube.com/watch?v=2nAnT3PASak">https://www.youtube.com/watch?v=2nAnT3PASak</a></li> </ul> <p><b>Grammatik:</b>            Subjekt og verballed            Ligefrem/omvendt ordstilling</p> <p><u>Links der må tilgås til eksamen:</u></p> <ul style="list-style-type: none"> <li>- Ordbogen.com</li> <li>- Gyldendal.dk</li> <li>- Merriam-Webster.com</li> <li>- Dictionary.com (udtale og tryk, synonymer; phrasal verbs)</li> <li>- Thesaurus.com (udtale og tryk, synonymer; phrasal verbs)</li> <li>- <i>Get It Right. English Grammatik</i> (Poul Tornøe) (kursisterne har også kunnet låne et fysisk eksemplar)</li> </ul>
<b>Omfang</b>	5 procent (ca. 12 sider)
<b>Særlige fokuspunkter</b>	<p><b>AIM:</b> In this introductory module, our main focus is <b>English language variation</b> as we will focus on <b>English as a lingua franca</b> (ELF). You should already be familiar with the concept from your English B level, but we take it to the next step here.</p> <p>By reading through the literature below, you will become acquainted with both aspects of <b>language, culture, and identity</b>, as well as with <b>attitudes towards language variation</b>, more specifically in terms of <b>accents</b>.</p> <p>Finally, our focus on <b>the historical spread of English</b> will serve as an introduction to module 2 (<i>Legacy of an Empire</i>).</p> <p>Note that part of your hand-in by the end of this module is a grammatical test (screening) that I will use to keep track of your progression. You will soon notice that the small tasks correspond to the grammatical/stylistic tasks that you had to hand in as part of your B level exam. Obviously, because this is where we take off! Enjoy your work!</p>
<b>Væsentligste arbejdsformer</b>	Individuelle (fjernstudie)  Skriftlig aflevering: Introopgave (screening)

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

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<b>Titel 2</b>	<b>Legacy of an Empire</b>
<b>Indhold</b>	<p><b><u>Kernestof:</u></b></p> <ul style="list-style-type: none"> <li>- Kipling, Rudyard. "The White Man's Burden" (1899) (1,5)</li> <li>- Orwell, G. af "<i>Burmese Days</i>" (2)</li> <li>- Narayan, R. K. "Another Community" (1967) (4)</li> <li>- Saadat, Hasan Manto. "The Dutiful Daughter" (1990) (3)</li> <li>- Adiga, A. af <i>The White Tiger</i> (2008) (4,5)</li> <li>- Choudhury, Numair A. Chokra (2003) (2,5)</li> <li>- Giridharadas, A.. <i>The Ideas Shaping A New India</i> (2011) (3)</li> <li>- Shakespeare, William. <i>The Tempest</i>, Act 1, sc. 2, ll. 320-375 (2)</li> </ul> <p>Rani, Anita. <i>My Family, Partition and Me</i> (2017, BBC documentary, Episode 1)</p> <p><b><u>Supplerende stof:</u></b></p> <ul style="list-style-type: none"> <li>- Anderson, Benedict. Af <i>Imagined Communities</i> (1983; 2006, 4-12 + 141)</li> <li>- "Indian English" (fra <i>Worlds of English</i>)</li> </ul> <p><a href="http://www.nationalarchives.gov.uk/education/empire/intro/overview6.htm">http://www.nationalarchives.gov.uk/education/empire/intro/overview6.htm</a>  <a href="http://www.britishempire.co.uk/">http://www.britishempire.co.uk/</a>  <a href="http://www.victorianweb.org/history/empire/Empire.html">http://www.victorianweb.org/history/empire/Empire.html</a></p> <p><b><u>Grammatik:</u></b>  De 7 sætningsled  Ordklasser</p>
<b>Omfang</b>	15 procent (ca. 25 sider + supplerende stof og dokumentar)
<b>Særlige fokus-punkter</b>	<p><b>AIM:</b> This subject deals with <b>historical, cultural, societal</b> and <b>linguistic</b> issues related to <b>British imperialism</b> and <b>colonialism</b> with special emphasis on <b>India</b>. The first part focuses on the <b>British Empire</b>; its values and the way it dominated a large part of the world. The second part centers around the <b>Partition of India</b> and what happened when India became independent. The third part deals with <b>post-colonialism</b> and the <b>legacy of the British Empire</b> in general.</p> <ul style="list-style-type: none"> <li>- Postcolonial literature (læst som kulturelle fortællinger)</li> <li>- English as a Lingua Franca (language of communication), and Brexit</li> <li>- English Language Variation (British English vs. Indian English)</li> <li>- The Role of English in India then and now.</li> <li>- Prefixes and suffixes → contrasts (<b>happy before</b> partition/<b>unhappy after</b> partition)</li> </ul> <p>Analyse af fiktion såvel som non-fiktion</p>
<b>Væsentligste arbejdsformer</b>	<p>Individuelt (fjernstudie)</p> <p>Mundtlig aflevering: Analyse af valgfri tekst fra modulet  Skriftlig aflevering: Assignments 1-3 + en kort redegørelse for hvordan man opbygger et analyserende essay (Assignment 4)</p>

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

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<b>Titel 3</b>	<b>Evil</b>
<b>Indhold</b>	<p><b><u>Kernestof:</u></b></p> <ul style="list-style-type: none"> <li>- Stephen King, "The Man Who Loved Flowers" (1977) (5)</li> <li>- Elizabeth Svobada, "Why We're Obsessed With Understanding Evil" (Feb. 2017) (2,5)</li> <li>- Edgar Allan Poe, "The Tell-Tale Heart" (1843) (Romanticism) (3)</li> <li>- David Robson, "The Man Who Studies Everyday Evil" (Jan. 2015) (2,5)</li> <li>- Oscar Wilde, "The Picture of Dorian Gray" (excerpt 1890) (Victorianism) (6)</li> <li>- Olivia Goldhill, "Are Some Humans Born Evil?" (Oct. 2014) (2)</li> <li>- Richard Matheson, "Born of Man and Woman" (1950) (3,5)</li> <li>- Andrew Vachss, "Hostage" (1994) (4)</li> <li>- Dan Howler, "Blast Off to Insanity" (2016) (1,5)</li> <li>- Shakespeare, W. (1625). <i>Macbeth</i>, Act 1, scene 5 (1603-1607) (2)</li> </ul> <p>Roddy Doyle, <i>The Woman who Walked Into Doors</i> (1996) (NB! Værklæsning)</p> <p><b><u>Supplerende stof:</u></b></p> <p>Animation of "The Tell-tale Heart": <a href="https://www.youtube.com/watch?v=wDLLHTdVSGU">https://www.youtube.com/watch?v=wDLLHTdVSGU</a>  Philip Zimbardo's Stanford experiment: <a href="http://www.youtube.com/watch?v=Z0jYx8nwjFQ">http://www.youtube.com/watch?v=Z0jYx8nwjFQ</a></p> <p><b><u>Grammatik:</u></b></p> <p>De fem hovedtider  Helsætninger, hovedsætning + ledsætning</p>
<b>Omfang</b>	20 procent (ca. 32 sider + supplerende stof) (ekskl. værk)
<b>Særlige fokus-punkter</b>	<p><b>AIM:</b> This subject deals with the concept of <b>evil</b> and the way it is portrayed in both fiction and non-fiction. By reading texts from different <b>literary periods</b>, we will address the following questions:</p> <p><i>How can we define evil? What is the difference between being bad or mad / evil or insane? Do we need evil to understand what is good? Is man fundamentally evil or good - or do we all possess both elements? What triggers evil and what prevents it from surfacing? But first, why are we so fascinated by evil?</i></p> <ul style="list-style-type: none"> <li>- The False Dichotomy between good/evil</li> <li>- Split personalities</li> <li>- Personality traits → The Dark Triad (and Tetrad) <ul style="list-style-type: none"> <li>Narcissism</li> <li>Psychopathy</li> <li>Machiavellianism</li> <li>(and Everyday evil)</li> </ul> </li> <li>Nature vs nurture</li> <li>- Situational evil</li> <li>- Phonetics; homophones (Evil Eye/I) (Mr Hyde/hide)</li> <li>- Interjections (udråbsord/interjektioner) (Ha! Oh!) and Exclamation marks (!)</li> <li>- Standard vs. inverted word order</li> </ul> <p>Analyse af fiktion såvel som non-fiktion</p>
<b>Væsentligste arbejdsformer</b>	<p>Individuelt (fjernstudie)</p> <p>Mundtlig aflevering: Analyse af "The Tell-Tale Heart"</p> <p>Skriftlig aflevering: <a href="#">Tom Corridan</a> (træning af Assignment 1-3 + 4A)</p>

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

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Titel 4	US - Land of Opportunity?
Indhold	<p><b>Kernestof:</b></p> <ul style="list-style-type: none"> <li>- Edward Kearny et al., “Basic American values and Beliefs” (5)</li> <li>- Barack Obama, “A More Perfect Union” (9)</li> <li>- Donald Trump, “Remarks by President Trump in Press Briefing”, August 13, 2020 (10)</li> <li>- Joe Biden, Run for President Announcement (Campaign 2020): <a href="https://www.youtube.com/watch?v=VbOU2fTg6cI">https://www.youtube.com/watch?v=VbOU2fTg6cI</a> (1)</li> <li>- Kamala Harris, speech given at the 2020 Democratic National Convention (DNC): <a href="https://edition.cnn.com/2020/08/19/politics/kamala-harris-speech-transcript/index.html">https://edition.cnn.com/2020/08/19/politics/kamala-harris-speech-transcript/index.html</a> (4)</li> <li>- Robert D. Putnam, “Crumbling American Dreams”, Aug. 3. 2013 (4)</li> <li>- Kylie Smith, “Why White Trash Americans Are Flocking to Donald Trump”, July 30, 2016 (3)</li> </ul> <p><b>Supplerende stof:</b> The Declaration of Independence (excerpt: “We hold these truths... ”) The American Constitution (“We, the people...”)</p> <p><b>Grammatik:</b> Paratakse vs. hypotakse</p>
Omf.	20 procent (ca. 36 sider + supplerende)
Særlige fokuspunkter	<p><b>AIM:</b> This subject deals with the US - from its early history to the present day. Topics such as <i>race, immigration, and the American Dream</i> will be explored in order to address the question, whether the US really is the land of opportunity. We will work with speeches in particular, not least relevant to the American 2020 <b>Presidential Election. American Political Rhetoric</b> will be at the center of our attention, and among other things, we will focus on level of formality. In other words, we seek out to determine whether a given <b>style of language</b> is <b>formal</b> or <b>informal</b>, and if there is a specific reason for the applied style of language.</p> <p><u>American History and The American Character</u></p> <ul style="list-style-type: none"> <li>- Native Americans (the Frontier)</li> <li>- The Declaration of Independence (excerpt: “We hold these truths... ”)</li> <li>- The American Constitution (“We, the people...”)</li> <li>- The Black Experience (slavery; racial segregation; racism)</li> <li>- The White Working Class (Blue-collar workers, shutdown)</li> </ul> <p><u>American Political Rhetoric</u> High and low ways of speaking Democrats vs Republicans Obama, Trump, and Biden <u>Rhetorical and Stylistic Devices:</u> rhetorical modes (ethos, logos, pathos), idioms, imagery (symbols and metaphors), repetition, contrasts/opposites, alliteration (ex. <b>fear vs facts</b>), semantic fields, slang, abusive words</p> <p><u>Basic American Values and beliefs:</u></p> <ul style="list-style-type: none"> <li>- Individual Freedom and Self-Reliance</li> <li>- Material Wealth and Hard Work</li> <li>- Equality of Opportunity and Competition</li> </ul> <p>Analyse af non-fiktion</p>
Væsentligste arbejdsformer	<p>Individuelt (fjernstudie)</p> <p>Mundtlig aflevering: Analyse af valgfri tale fra modulet Skriftlig aflevering: Genaflevering af Assignments 1-3 + <a href="#">Anand Giridharadas’ TED talk</a> ”A Tale of Two Americas” (træning af Assignment 4B)</p>

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

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<b>Titel 5</b>	Love
<b>Indhold</b>	<p><b><u>Kernestof:</u></b>  <b>The Elizabeth Era, the Renaissance and Shakespeare</b></p> <ul style="list-style-type: none"> <li>- Shakespeare, Sonnet 18: "Shall I Compare Thee To A Summer's Day" (1609) (0,5)</li> <li>- Shakespeare, from <i>Romeo and Juliet</i> (1597) (2)</li> </ul> <p><b>The Romantic Era/Period</b></p> <ul style="list-style-type: none"> <li>- Jane Austen, from <i>Pride and Prejudice</i> (1813) (2)</li> </ul> <p><b>The Victorian Era/Period</b></p> <ul style="list-style-type: none"> <li>- Charlotte Perkins Gilman, "The Yellow Wallpaper" (1892) (12)</li> <li>- Kate Chopin, "The Storm" (1898) (3)</li> </ul> <p><b>Postmodernism</b></p> <ul style="list-style-type: none"> <li>- Margarethe Atwood, opening excerpts from <i>The Handmaid's Tale</i> (1985) (7)</li> <li>- Shakespeare, Sonnet 57: "Being Your Slave, What Should I Do But Tend" (0,5) (the Renaissance)</li> </ul> <p>Roddy Doyle, <i>The Woman who Walked Into Doors</i> (1996) (NB! Værklæsning)</p> <p><b><u>Supplerende stof:</u></b> Dokumenter og links til hjemmesider med fagligt fokus på de litterære strømninger</p> <p><b><u>Grammatik:</u></b> Fejlsætninger</p>
<b>Omfang</b>	20 procent (ca. 27 sider + supplerende stof) (ekskl. værk)
<b>Særlige fokus-punkter</b>	<p><b>AIM:</b> This subject deals with very different <b>aspects of love</b>, mainly from <b>the female perspective</b>. By reading texts from different <b>literary periods</b> - from <b>Shakespeare</b> and the <b>Renaissance</b> to <b>modern times</b> - we will examine how <b>love</b> comes in many forms, as we focus on the ways of <b>gender roles</b> and how these have developed through <b>history</b>.</p> <ul style="list-style-type: none"> <li>- Human relations with focus on the situation of women during history</li> <li>- Female Suppression</li> <li>- American and English literary history with a special focus on the Victorian Area</li> <li>- Nature and Imagery (cf. weather symbolism)</li> <li>- The Shakespearean Sonnet: Form and meter (stanzas, verse lines, metrical feet, iambic pentameter)</li> <li>- Marital love, passionate love, parental love, etc.</li> </ul> <p>Analyse af fiktion</p>

<b>Væsentligste arbejdsformer</b>	<p>Individuelt (fjernstudie)</p> <p>Mundtlig aflevering: Analyse af ”The Yellow Wallpaper”</p> <p>Skriftlig aflevering: Assignments 1-3 + Valgfri sektion 4</p>
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## Beskrivelse af det enkelte undervisningsforløb (1 skema for hvert forløb)

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<b>Titel 6</b>	<b>Værklæsning</b> (ikke opgivet separat, men i relation til modul 3 og 5)
<b>Indhold</b>	<p><b><u>Kernestof:</u></b> Roddy Doyle, <i>The Woman who Walked Into Doors</i> (1996)</p> <p><b><u>Supplerende stof:</u></b> PEE-modellen</p>
<b>Omfang</b>	20 procent (ca. 200 sider, ekskl. supplerede stof)
<b>Særlige fokuspunkter</b>	<p>Anvendelse af opbyggede kompetencer til analyse af værket, som læses i relation til modulerne <i>Love</i> og <i>Evil</i> → delvis repetition af de to moduler (anvendelse af begreber fra modulerne).</p> <p>PEE-modellen anvendt til udarbejdelse af individuelle essays om værket, som derfor også fungerede som en sidste træning af den skriftlige eksamens <i>Assignment 4</i>.</p> <p>Irland (setting)</p>
<b>Væsentligste arbejdsformer</b>	<p>Individuelt (fjernstudie)</p> <p>Mundtlig aflevering: Præsentation af romanen på baggrund af det skrevne essay</p> <p>Skriftlig aflevering: Write an analytical essay (900-1200 words) in which you analyze and interpret Roddy Doyle’s novel <i>The Woman Who Walked Into Doors</i>.</p> <p>Part of your essay must focus on the social setting in the story. In addition, your essay must include an analysis of the style of writing and a reference to Arhondia’s short story “<a href="#">Tom Corridan</a>” (cf. former written assignment in the module “Evil or Ill?”).</p> <p>Your essay must include references to the novel.</p>

Ca. 320 sider ekskl. supplerende materiale og dokumentar