

Handout 1: Eksamensspørgsmål

Denne vejledning er udfærdiget på grundlag af Peter Bakkers vejledning til jeres eksamensspørgsmål. Hvis der skulle forekomme afvigelser fra Peter Bakkers vejledning, er det hans vejledning I skal følge.

Generel information

Til eksamen vil I få udleveret to eksamensspørgsmål hver. Det ene relaterer sig mest til grammatik, det andet til sammenhænge mellem sproget og den sociale eller kognitive verden. I skal kun vælge et af de to spørgsmål til eksamensopgaven.

Eksamensopgaverne er individuelle, men I må gerne få feedback og gode råd af jeres medstuderende.

Nedenstående eksempler er spørgsmål der er blevet givet til eksamen før. Nogle af dem kan godt forekomme til jeres eksamen også. Dvs. at I *kan* være så heldige at trække det spørgsmål som I kommer til at arbejde med i dag (hvis I vælger at arbejde med et eksamensspørgsmål frem for artiklen). Hvis I ikke er *så* heldige, eller hvis I vælger at arbejde videre med artiklen i dag, kan I bruge jeres erfaring med processen fra i dag til de spørgsmål I så trækker til eksamen.

I kan stadig nå at sende forslag til eksamensspørgsmål til Peter Bakker. Jo flere forslag I sender, desto større chance har I for at få indflydelse på hvilke spørgsmål I får til eksamen.

Nedenstående eksempler er formuleret på engelsk, og I kan vælge at skrive på dansk eller engelsk.

Eksempler på eksamensspørgsmål

1. Compare Danish to a non-European or no-Indo European language

Choose a non-European or no-Indo European language that has not been the subject of a group presentation in class. Find grammatical descriptions on the net (e.g. WALS online descriptions of features), in the library (e.g. section 61 in Nobelparken, typological textbooks) and/or on the U-drive at the university (students → Aymeric). Compare the language with Danish. In your comparison, refer to typological literature, to see to what extent both language behaves in comparison with the languages of the rest of the world. Ideally you focus on one or a few aspects of the languages, e.g. verbal morphology, pronouns, case marking.

2. Politeness

Describe, based on the scarce literature there is on the subject, and on your own insights as a speaker, processes of politeness and honorifics used in Danish. Compare it with another language of your choice, but not (only) German. Use the theoretical literature on the subject.

3. Language policy

Describe the existing language policy in Denmark, and some of the ideas that have been proposed in the past five years (there are both governmental proposals and proposals from other organizations; there is no need to be exhaustive). Relate it to a different country. Take theoretical literature on language planning into consideration.

4. Speech errors

Enclosed is a collection of speech errors.

Make a classification of them, and refer to literature on speech errors. Take also at least one other language into account. What do we learn from speech errors about the organisation of our speech production?

5. Loanwords

There are loanwords from many languages in Danish. From which languages did Danish borrow words, in what period and in which semantic domains. Relate this to general and theoretical literature on borrowing.

6. Danish spelling

The spelling of Danish is not ideal, i.e. there is no one-to-one relation between the phonemes of Danish and the letters used for writing Danish. Describe why this is problematic (or not), from a more linguistic point of view (e.g. phonology), or from a more applied point of view (e.g. education, teaching, learning of written language). Take theoretical literature into account. Refer also to spelling systems of at least one other language.

7. Is Danish more difficult than other languages?

In recent years several articles have been published claiming that Danish may be more difficult to learn both for adults and children, than other languages. Summarize the articles, and the explanations given, and give your opinion based on the facts. In this comparison you have to refer to other languages as well.

8. Kalmar Union

Recently a Swedish journalist proposed that Norway, Sweden, Finland and Denmark should unite into one state. Design a language policy for this new state. Take into account that there must be official languages, a proposal for language use in the school, a minority language policy, a view on the EU, and other points you can think of. Motivate your answers. Refer to the literature on language policy.

9. Danish as a pidgin or creole language

As far as we know, there has never been a creolized or pidginized version of Danish. But if there ever was one, try to make a brief description of the imaginary language, or some aspects of pidginized or creolized Danish (e.g. verb phrase, noun phrase), and motivate your choices referring to literature on pidgin and creole languages.

10. Language attitudes

A number of books and articles have been published about attitudes towards dialects, accents and languages. Discuss some of these, and relate the Danish situation to the situation in one or more other areas.

11. Language and gender

Describe some of the general differences proposed between language as used by men and by women – this can relate about to language itself (e.g. lexicon), to language use (e.g. turn-taking), or change (e.g. more conservative).

12. New and Old Danish

A number of varieties of Danish exist in Danish society. There are "old" varieties, such as Sønderjysk or Vendsysselsk, and new varieties such as Herlovianersprog, Immigrant Danish and Traveller Danish ("Rejsendesprog", Sinding). Choose one of those varieties and compare its function and use with that of standard Danish.

13 Aphasia

Enclosed you have a transcript of some speech of a Danish aphasia patient. Analyze his/her language, and compare it with Danish. Relate it to literature on aphasia.

Handout 3: Opsamling på nonstopskrivning og terningemetoden

Tre ting jeg fik ud af at prøve nonstopskrivning i dag:

1)

2)

3)

Tre ting jeg fik ud af at prøve terningemetoden i dag:

1)

2)

3)

Handout 3: Opsamling på nonstopskrivning og terningemetoden

Tre ting jeg fik ud af at prøve nonstopskrivning i dag:

- 1) Succesoplevelse → jeg får faktisk noget ud af det + jeg kan! $HHH \checkmark$ (7)
- 2) Ny måde at brainstorme på $HHH \checkmark$ (11)
- 3) Kan gøres effektivt pga. fastsat tidsramme $HHH \checkmark$ (8)

Tre ting jeg fik ud af at prøve terningemetoden i dag:

- 1) Igen ny tilgang til "igang-sætning" af opgaveskrivning $HHH \checkmark$ (10)
- 2) Evt. tjekliste til hvad man skal have med i sin opgave HHH
(husk alle 6 vinkler) HHH
 $|||$ (13)
- 3) Trunget til at tage/svare på én ting af gangen HHH | (6)
giver ro frem for "stress"

Handout 3: Opsamling på nonstopskrivning og terningemetoden

Tre ting jeg fik ud af at prøve nonstopskrivning i dag:

- 1) Tanker, man kan synes er ligegyldige til at starte med, kan vise sig at være brugbare.
- 2) Det er ok at skrive noget, der ikke kan bruges.
- 3) Tanker giver nye tanker, når de bliver puttet på papir.

Tre ting jeg fik ud af at prøve terningemetoden i dag:

- 1) Refleksion over forskellige stadier/niveauer et emne skal/kun angribes på.
- 2) En skitse til struktureret klodde til opgave.
- 3) Det er vigtigt at finde argumenter både for og imod et emne.