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| --- | --- |
| **Course Title:** | **Eco-linguistics** |
| **Course Code:** | **ENGL 416** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:2** | | | |  | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **\*** | Others |  |  |
| **b.** | | Required | | | | **\*** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | **Level eight** | | | | |
| **4. Pre-requisites for this course** (if any)**:**  **Introduction to Linguistics ENGL 215**  **Sociolinguistics ENGL 325** | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**: NA** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |

## 6. Mode of Instruction (mark all that apply)

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** |  |  |
| **2** | **Blended** | **\*** | **100%** |
| **3** | **E-learning** |  |  |
| **4** | **Distance learning** |  |  |
| **5** | **Other** |  |  |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | **20** |
| **2** | **Laboratory/Studio** |  |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) |  |
|  | **Total** | **20** |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| 1. Course Description Ecolinguistics is a recent sub discipline of linguistics which came into being during the 1990s as a result of a range of interesting developments in linguistics coupled with the growing international awareness of the importance of environmental issues in recent years. This sub branch (also known by the name of Ecology of Language) studies the complex network of interrelationships between language and environment ( environment seen here as the overall ecosystem with its multiple interdependent components of all living organisms: humans, animals, plants, etc., and nonliving entities). While sociolinguistics places languages in their socio-cultural contexts, Ecolinguistics situates them in the much broader environmental and ecological milieu (i.e. it studies language ecologies).    The International Ecolinguistics Association has described the field as, "Ecolinguistics explores the role of language in the life-sustaining interactions of humans, other species and the physical environment. The first aim is to develop linguistic theories which see humans not only as part of society, but also as part of the larger ecosystems that life depends on. The second aim is to show how linguistics can be used to address key ecological issues, from climate change and biodiversity loss to environmental justice" (http://ecolinguistics-association.org/).  Topics in Ecolinguistics commonly include (but are not limited to): Language Ecology, Language, and Environment, Linguistic Diversity and Biodiversity, Language and Climate Change, Ecolinguistics and Discourse Analysis, Ecocriticism(Ecolinguistics and literary criticism), Critical Ecocriticism, Ecosophy (ecological philosophy), Concept of Anthropocentricism, Ecolinguistics and Foreign/Second Language Teaching, Language Attrition(language loss) and Endangered Languages, etc.  The teaching methodology of this course tends to be multifaceted, varied and dynamic in such a way that a variety of forms, models and techniques are combined and integrated (lecturing, seminars, projects, response papers, focus discussions, trips, etc.). Similarly, evaluation subsumes a set of strategies and techniques (quizzes, tests/exams, written assignments and response papers, term projects, seminars class presentations, etc.). |
| 2. Course Main Objective |
| 1. Define Ecolinguistics, Ecocriticism and language Ecology. 2. Describe the complex network of interrelationships between language and environment (language and the life-sustaining interactions between humans, plants, other species and the totality of their physical surroundings). 3. Discuss Biodiversity and Cultural Diversity and their linguistic manifestations and representations. 4. Use Semantics, Discourse Analysis and Pragmatics to discuss and analyse the current international environmental issues such as climate change and loss of biodiversity. 5. State the main ideas of Ecocriticism and Critical Ecocriticism. 6. Analyse and criticize texts and discourses which perpetuate some misconceptions about ecosystems and the physical environment (as manifest in dominant educational, journalistic or literary texts and discourses). 7. Explain the relevance and importance of Ecolinguistics to Language Education (including ESL/EFL/EIL/ELF education). 8. Explain and discuss a range of ideas in ecosophy (e.g. the contentious concept of Anthropocentricism (Humanocentricism). 9. Explain and discuss a range of ideas respecting the relationship between Ecolinguistics, Linguistic Diversity and Multilingualism, Endangered languages and the phenomenon of Language Attrition (loss). |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Define Ecolinguistics, Ecocriticism and Language Ecology. | 1.1 |
| 1.2 | Explain the main ideas and terms in the relationship between language and environment. | 1.2 |
| **2** | **Skills :** |  |
| 2.1 | Analyse and criticize texts and discourses which perpetuate some misconceptions about ecosystems and the physical environment (as manifest in dominant educational, journalistic or literary texts and discourses). | 2.1 |
| 2.2 | Discuss Biodiversity and Cultural Diversity and their linguistic manifestations and representations. | 2.2 |
| 2.3 | Use Semantics, Discourse Analysis and Pragmatics to discuss and analyse some of the current international environmental issues such as climate change and loss of biodiversity. | 2.3 |
| 2.4 | Develop a few research skills in the context of Language and Environment and Ecocriticism (e.g. writing a research summary/response-paper on a given topic). | 2.4 |
| **3** | **Values:** |  |
| 3.1 | Talk and write about current environmental issues such as Climate Change, Biodiversity, Linguistic Diversity and Multilingualism. | 3.1 |
| 3.2 | Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of Ecolinguistics. | 3.2 |
| 3.3 | Developing teamwork skills and spirit making use of the knowledge and skills obtained from the course. | 3.3 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | **Drop and Add week** | **0** |
| 2 | **Introduction to the course – Part 1** | **2** |
| 3 | **Part 2** | **2** |
| 4 | **Part 3** | **2** |
| 5 | **Part 4** | **2** |
| 6 | **Midterm Exam** | **2** |
| 7 | **Part 5** | **2** |
| 8 | **Part 6** | **2** |
| 9 | **Part 7** | **2** |
| 10 | **Part 8** | **2** |
| 11 | **Part 9** | **2** |
| 12 | **Part 10** | **2** |
| 13 | **Conclusions** | **2** |
| 14 | **Revision of the course** | **2** |
| 15 | **Revision of the course** | **2** |
| **Total** | | **28** |

# D. Teaching and Assessment

## 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

| **Code** | **Course Learning Outcomes** | **Teaching Strategies** | **Assessment Methods** |
| --- | --- | --- | --- |
| **1.0** | **Knowledge and Understanding** | | |
| 1.1 | Define Ecolinguistics, Ecocriticism and Language Ecology. | Lecturing & Discussion | Post-class quiz and discussion+ mid & final exams. |
| 1.2 | Explain the main ideas and terms in the relationship between language and environment. | Mixed methods, lecturing, class discussion, individual and class tasks. | Post-class quiz and discussion+ mid & final exams. |
| **2.0** | **Skills** | | |
| 2.1 | Analyze and criticize texts and discourses which perpetuate some misconceptions about ecosystems and the physical environment (as manifest in dominant educational, journalistic or literary texts and discourses). | Lecturing, Discussion, Student data projector presentation. | A task /quiz involving getting students to write/talk about Euphemisms and Political Correctness). |
| 2.2 | Discuss Biodiversity and Cultural Diversity and their linguistic manifestations and representations. | Mixed methods, lecturing, class discussion, individual and class tasks (getting them to research and write on background knowledge structures, etc.) | A task involving getting students to research the contribution of Peace Linguistics, Language Rights and World Englishes to resolving conflicts and promoting peace) |
| 2.3 | Use Semantics, Discourse Analysis and Pragmatics to discuss and analyse some of the current international environmental issues such as climate change and loss of biodiversity. | Lecturing & Class Discussion. | Response paper on one or more of these issues (e.g. finding out speech acts, the unsaid and avoidance strategies or hedges in diplomatic discourse). |
| 2.4 | Develop a few research skills in the context of Language and Environment and Ecocriticism (e.g. writing a research summary/response-paper on a given topic). | Lecturing & Class Discussion | Post-class quiz |
| **3.0** | **Values** | | |
| 3.1 | Talk and write about current environmental issues such as Climate Change, Biodiversity, Linguistic Diversity and Multilingualism. | Lecturing, Class discussions & presentations.  Relevant tasks | Response papers and assignments + Mid & Final exams. |
| 3.2 | Gaining problem-solving skills drawn from the set of skills and knowledge obtained from the study of Ecolinguistics. | Lecturing & task-based teaching. | Setting deadlines for assignments and response papers. |
| 3.3 | Developing teamwork skills and spirit making use of the knowledge and skills obtained from the course. | Lecturing & task-based teaching involving internet tasks.  Demanding students use PowerPoint in presentations | Quizzes and response papers + Dada projector presentation |

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | All along | 10% |
| **2** | Assignments | Week 12 | 15% |
| **3** | Midterm Exam | Week 6 | 25% |
| **4** | Final Examination | Week 19 | 50% |
| **5** | TOTAL |  | 100% |

**\*Assessment task** (i.e., written test, oral test, oral presentation, group project, essay, etc.)

# E. Student Academic Counseling and Support

|  |
| --- |
| **Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :** |
| * Academic advisors are available during office hours and hours allotted for academic advice (2 hours a week). Each staff member is assigned a number of students to whom they offer academic, psychological and social help when needed. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |
| --- | --- |
| **Required Textbooks** | * Stibbe, A. ( 2015). Ecolinguistics: Language, Ecology and the Stories We Live By. London: Routledge. |
| **Essential References Materials** | * Fill, Alwin and Mühlhäusler, Peter. (2006). The Ecolinguistics Reader: Language, Ecology and Environment. New York: Continuum. * Garrard, G. (2012). Ecocriticism. London; Routledge**.** * Stibbe, A., 2014c. An Ecolinguistic Approach to Critical Discourse Studies. Critical Discourse Studies, 11 (1), 117–128. * Halliday, M., 2001. New Ways of Meaning: The Challenge to Applied Linguistics. In: A. Fill and P., Garrard, G., ed., 2012c. Teaching Ecocriticism and Green Cultural Studies. New York: Palgrave Macmillan. * Garrard, G., ed., 2014.The Oxford Handbook of Ecocriticism. Oxford University Press. * Glotfelty, C. and Fromm, H., 1996. The Ecocriticism Reader: Landmarks in Literary Ecology. University of Georgia Press. * Harrison, G., 2012. John Clare’s Poetics of Acknowledgement. Romanticism, 18 (1), 41–54. * Harvey, G., 2005. Animism: Respecting the Living World. London: C Hurst & Co Publishers Ltd. * Iovino, S. and Oppermann, S., eds., 2014.Material Ecocriticism. Bloomington: Indiana University. * Pickett, S. and Cadenasso, M., 2002. The Ecosystem as a Multidimensional Concept: Meaning, Model, and Metaphor. Ecosystems, 5 (1), 1–10. |
| **Electronic Materials** | * [www.sparknotes.com](http://www.sparknotes.com) * [www.endnotes.com](http://www.endnotes.com) |
| **Other Learning Materials** | * http://ecolinguistics-association.org. * Any web-based material on Ecolinguistics or Language Ecology. |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | Enough space is available at college for accommodating the students:   * Lecture rooms can accommodate up to 50 students. * Laboratories accommodate up to 32 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. * Well -equipped language labs are available at the college for students during practical lectures. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | * Current resources are enough. |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | **#**A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  **#**A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  **#** A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

**Assessment Methods** (Direct, Indirect)

# H. Specification Approval Data

|  |  |
| --- | --- |
| **Council / Committee** | Department Council. |
| **Reference No.** | Department Council Meeting No.3 |
| **Date** | 7-2-1442 H |