Course Specification
— (Bachelor)

Course Title: **Ecolinguistics**	
Course Code: **ENGL 416**	
Program: **B.A**	
Department: **English Language**	
College: **Education**	
Institution: **Majmaah University**	
Version: **TP-153**	
Last Revision Date: **September, 2023**	

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)
2 hours

2. Course type				
A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required		☐Elective		

3. Level/year at which this course is offered: (8th)

4. Course general 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, Eco linguistics situates them in the much broader environmental and ecological milieu (i.e. it studies language ecologies).

The International Eco linguistics Association has described the field as, "Eco linguistics 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 Eco linguistics commonly include (but are not limited to): Language Ecology, Ecology and Metaphor, Language and Environment, Linguistic Diversity and Biodiversity, Language and Climate Change, Sustainability, Ecolinguistics and Discourse Analysis, Ecocriticism(Eco linguistics and literary criticism), Critical Ecocriticism, Ecosophy (ecological philosophy), Concept of Anthropocentrism, Eco linguistics and Foreign/Second Language Teaching, Language Attrition(language loss) and Endangered Languages, Green Cities (e.g. Neom Project), 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, oral presentations, etc.). Similarly, evaluation subsumes a set of strategies and techniques (quizzes, tests/exams, written assignments and response papers, term projects, seminars class presentations, etc.).

5. Pre-requirements for this course (if any):

Introduction to Linguistics (ENGL 215)

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

1. Define key concepts, theories, approaches and methods in 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 analyze the current international environmental issues such as climate change/crisis and loss of biodiversity.
5. 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).
6. Explain the relevance and importance of Ecolinguistics to Language Education (including ESL/EFL/EIL/ELF education).

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	21	70%
2	E-learning	9	30%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	21
2.	**Laboratory/Studio**	9
3.	**Field**	
4.	**Tutorial**	
5.	**Others (specify)**	
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify main tenets and terms, concepts, methods of eco linguistics (e.g., Eco linguistics, Ecocriticism, Language Ecology, Anthropocentricism, Biodiversity, etc.,).	K1	Lecturing Discussion Community language learning	Final Exams, midterm exam, and quizzes
2.0	**Skills**			
2.1	**- Cognition:** Analyze relationships between language and ecosystem including criticizing texts and discourses which	S2	Lecturing, Discussion, Student data projector presentation,	Assignments (individual or group), Final Exams, midterm exam,

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	perpetuate and reproduce some misconceptions about ecosystems and the physical environment (as manifest in dominant educational, journalistic or literary texts and discourses).		Cooperative Learning Flipping teaching	Exam, projects, and quizzes
2.2	- **Communication:** Present and reflect on various eco linguistic issues (e.g., Biodiversity and Cultural Diversity and their linguistic manifestations and representations).	S1	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to research and write on background knowledge structures, etc.)	Assignments (individual or group), Final Exams, midterm exam, and quizzes
3.0	**Values, autonomy, and responsibility**			
3.1	Show team work skills from their work on project, academic commitment, ethical principles and group discussions/presentations. (Show commitment and devotion towards current environmental issues such as Climate Change, Biodiversity, Linguistic Diversity and Multilingualism, etc.).	**V2**	Lecturing, Class discussions & presentations. Relevant tasks	Response papers and assignments

C. Course Content

No	List of Topics	Contact Hours
1.	Basic concepts and ideas in Ecolinguistics and language and environmental issues.	2
2.	Language and Environment (ecology, ecosystems and the environment).	4
3	Literature and the Environment (ecocriticism and critical ecocriticism).	2
4	Biodiversity and Linguistics Diversity (ecolinguistics and endangered languages, language rights, climate change, etc.).	2
5	Pragmatics, Discourse Analysis and Ecolinguistics (analysis of ecolinguistic texts, talks and discourses of various kinds).	4
6	Ecosophy (anthropocentricism, nature and gender, ecofeminism, nature and nurture/culture, etc.).	4
7	Ecolinguistics and Language Teaching and Learning Applied Ecolinguistics	2
8	Revisions, Midterm and Finals	4
9	Basic concepts and ideas in Ecolinguistics and language and environmental issues.. Any new topics that may emerge in the field.	6
Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	4th-6th	10%
2.	Midterm(s)	8th & 12th	30%
3.	Oral presentations/ reflection/papers	All the way through	10%
4.	Projects	10th-13th	10%
4	Final Exam	15th	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	• Stibbe, A. (2015). Ecolinguistics: Language, Ecology and the Stories We Live By. London: Routledge. • Stibbe, A., 2014c. An Ecolinguistic Approach to Critical Discourse Studies. Critical Discourse Studies, 11 (1), 117–128.

	• Stibbe A. ECOLINGUISTICS: language, ecology and the stories we live by. • Fill, Alwin and Mühlhäusler, Peter. (2006). The Ecolinguistics Reader: Language, Ecology and Environment. New York: Continuum.
Supportive References	• 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. • Garrard, G. (2012). Ecocriticism. London; Routledge.
Electronic Materials	• www.sparknotes.com • www.endnotes.com
Other Learning Materials	• http://ecolinguistics-association.org. • Any web-based material on Ecolinguistics or Language Ecology.

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, 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.

Items	Resources
Technology equipment (projector, smart board, software)	• 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 equipment (depending on the nature of the specialty)	• Current resources are enough.

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching		
Effectiveness of Students assessment	Instructors and coordinators	**Indirect:** #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.
Quality of learning resources	Instructors and coordinators	Indirect: # A "Program evaluation" questionnaire done by the students at the end of each term. # Quality check by colleagues and Head of the Department.
The extent to which CLOs have been achieved	Course coordinator, Program coordinator, Head of the department	Direct: Statistics methods /forms for measuring the CLOs
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL

REFERENCE NO.	
DATE	OCTOBER,2023