



جامعة المجمعة  
Majmaah University

رؤية  
VISION  
2030  
المملكة العربية السعودية  
KINGDOM OF SAUDI ARABIA

# COURSE SPECIFICATIONS (CS)

**Ramadan 1438 H , June 2017**

Institution:	College of Education.
Academic Department :	English Department
Programme :	English Language (B.A. Programme)
Course Title and Code :	Ecolinguistics ENGL 416
Specification Approved Date :	9 /3/1439H, 27/11/2018

## Course Specifications

<b>Institution:</b> Majmaah University	<b>Date:</b>
<b>College/Department :</b> College of Education, Department of English	

### A. Course Identification and General Information

1. Course title and code:  <b>Ecolinguistics ENGL 416</b>												
2. Credit hours: 2 credit hours												
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)  English Language												
4. Name of faculty member responsible for the course  <b style="color: red;">Dr. Abdelmagid Abdelrahman</b>												
5. Level/year at which this course is offered:  8 <sup>h</sup> level												
6. Pre-requisites for this course (if any):  <b>Introduction to Linguistics ENGL 215</b>  <b>Sociolinguistics ENGL 325</b>												
7. Co-requisites for this course (if any):  Semantics and Pragmatics ENGL 412  OR  Discourse Analysis ENGL 414												
8. Location if not on main campus: <b style="color: red;">(NA)</b>												
<b>9 - Mode of Instruction (mark all that apply)</b> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; border: 1px solid black; padding: 2px;">A - Traditional classroom</td> <td style="width: 10%; border: 1px solid black; text-align: center; padding: 2px;">√</td> <td style="width: 30%; padding: 2px;">What percentage?</td> <td style="width: 30%; border: 1px solid black; text-align: center; padding: 2px;"><b>80 %</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">B - Blended (traditional and online)</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">√</td> <td style="padding: 2px;">What percentage?</td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><b>10 %</b></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">D - e-learning</td> <td style="border: 1px solid black; text-align: center; padding: 2px;">√</td> <td style="padding: 2px;">What percentage?</td> <td style="border: 1px solid black; text-align: center; padding: 2px;"><b>10 %</b></td> </tr> </table>	A - Traditional classroom	√	What percentage?	<b>80 %</b>	B - Blended (traditional and online)	√	What percentage?	<b>10 %</b>	D - e-learning	√	What percentage?	<b>10 %</b>
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B - Blended (traditional and online)	√	What percentage?	<b>10 %</b>									
D - e-learning	√	What percentage?	<b>10 %</b>									

E - Correspondence

F - Other

What percentage?

..... %

What percentage?

..... %

Comments:

## B Objectives

What is the main purpose for this course?

By the end of the course, students are expected to:

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 Anthropocentrism (Humanocentrism)).
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).

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

Using a mixture of methods that combine informative traditional lecturing with a set of modern classroom learner-centred techniques. The latter techniques make use of technology and (ICT).

**C. Course Description** (Note: General description in the form used in Bulletin or handbook)

Ecolinguistics is a recent subdiscipline 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 subbranch (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 Anthropocentrism, 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).

List of Topics	No. of Weeks	Contact Hours
<b>Course Orientation</b>	<b>1</b>	<b>2</b>
Basic concepts and ideas in Ecolinguistics and language and environmental issues.	<b>2</b>	<b>4</b>
Language and Environment (ecology, ecosystems and the environment).	<b>1</b>	<b>2</b>
Literature and the Environment (ecocriticism and critical ecocriticism).	<b>1</b>	<b>2</b>
Biodiversity and Linguistics Diversity (ecolinguistics and endangered languages, language rights, climate change, etc.).	<b>2</b>	<b>4</b>
Pragmatics, Discourse Analysis and Ecolinguistics (analysis of ecolinguistic texts, talks and discourses of various kinds).	<b>2</b>	<b>4</b>
Ecosophy (anthropocentrism, nature and gender, ecofeminism, nature and nurture/culture, etc.).	<b>1</b>	<b>2</b>

Ecolinguistics and Language Teaching and Learning Applied Ecolinguistics	<b>2</b>	<b>4</b>
Revisions, Midterm and Finals	<b>3</b>	<b>6</b>
Total	<b>15</b>	<b>30</b>

**2. Course components (total contact hours and credits per semester):**

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
<b>Contact Hours</b>	<b>Planned</b>	<b>37</b>				<b>8</b>	<b>45</b>
	<b>Actual</b>	<b>39</b>				<b>3</b>	<b>42</b>
<b>Credit</b>	<b>Planned</b>	<b>45</b>					<b>45</b>
	<b>Actual</b>	<b>40</b>					<b>45</b>

3. Additional private study/learning hours expected for students per week. 2

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

**On the table below are the five NQF Learning Domains, numbered in the left column.**

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
<b>1.1</b>	Define Ecolinguistics, Ecocriticism and Language Ecology..	<b>Lecturing &amp; Discussion</b>	<b>Post-class quiz and discussion+ mid &amp; final exams.</b>
<b>1.2</b>	Explain the main ideas and terms in the relationship between language and environment.	<b>Mixed methods,</b>	<b>Post-class quiz and discussion+</b>



		lecturing, class discussion, individual and class tasks.	mid & final exams.
1.3		Mixed methods, lecturing, class discussion, individual and class tasks.	Post-class quiz and discussion+ mid & final exams.
1.4			
2.0	<b>Cognitive Skills</b>		
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).	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 Englises 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 Response paper
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
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.	Mixed methods, lecturing, class discussion, individual and class tasks (getting them to draw trees on the board.	A set of quizzes and response papers.
3.3	Developing team work skills and spirit making use of the knowledge and skills obtained from the course.	Task-based teaching	Checking if tasks are completed successfully and in time.
3.4	Gaining time management skills making use of the knowledge and skills obtained from the course.	Lecturing & task-based teaching.	Setting deadlines for assignments and response papers.
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Developing and enhancing general computer and internet skills in the context of Ecolinguistics and Ecocriticism.  Use social media (WhatsApp/Twitter, etc.) to discuss issues related Language and	Lecturing & task-based teaching involving internet tasks. Demanding	Quizzes and response papers + Dada projector presentation

	Environment/Ecology.	students use PowerPoint in presentations	
4.2	Preparing web-base materials relevant to the analysis of Ecolinguistics together with probably wikis, e-books and e-journals.	Lecturing & task-based teaching involving internet tasks.  Giving wiki/ e-books/ e-journals assignments and coach students in how to carry them out.	Keeping check lists for completed tasks and a lot marks for the use of web-based materials in presentations and assignments.
<b>5.0</b>	<b>Psychomotor</b>		
5.1	Not applicable (NA)	Not applicable (NA).	Not applicable (NA)

### 5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Oral Presentations/Quizzes/Exercises	From 2 <sup>nd</sup> to 13 <sup>th</sup>	5
2	Midterm	10th	20
3	Research Summary or Response Paper	12-14 <sup>th</sup>	5
4	Class Participation(including focus group discussions)	Over the term	2
5	Term Project	13-14 <sup>th</sup>	8
6	Final Examination	15 weeks	60
7	Total		100
8			

### D. Student Academic Counseling and Support





1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

**4-5 hours office hours per week.**

**Students receive various kinds of counseling inside and outside classroom(formally and informally).**

**Particular counseling is given to help students do project work and response papers.**

## **E Learning Resources**

### **1. List of Required Textbooks :**

**Stibbe, A. ( 2015). Ecolinguistics: Language, Ecology and the Stories We Live By. London: Routledge.**

**Fill, Alwin and Mühlhäusler, Peter. (2006). The Ecolinguistics Reader: Language, Ecology and Environment. New York: Continuum.**

**Garrard, G. (2012). Ecocriticism. London; Routledge.**

- **Web-based materials collated from various sources.**

### **2. List of Essential References Materials :**

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.

### **3. List of Recommended Textbooks and Reference Material :**

Alexander, R., 2009. *Framing Discourse on the Environment: a Critical Discourse Approach*. New York: Routledge.

Darier, E., 1999a. *Discourses of the Environment*. Blackwell Publishing.

Rogers, Rebecca. (2011 ). *Critical Discourse Analysis in Education* (2<sup>nd</sup> edition). London: Routledge.

Wierzbicka, Anna. (2003). *Cross-cultural Pragmatics*. US: De Gruyter Mouton.

#### 4. List of Electronic Materials:

- [www.sparknotes.com](http://www.sparknotes.com)
- [www.endnotes.com](http://www.endnotes.com)

#### 1. Other learning material :

- <http://ecolinguistics-association.org>.
- Any web-based material on Ecolinguistics or Language Ecology.

### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

#### 1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Larger and more convenient classrooms.
- Better equipped language labs.

#### 2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer-projector system.

Data show to facilitate going over students' papers in class

#### 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list).

CDs/Flash memory materials

### G Course Evaluation and Improvement Processes

#### 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Individual interviews and class discussions to identify strengths and



weaknesses.

2. Informal course evaluation by students performed monthly over the term.
3. End of term college evaluation of course by students ( to be collected by the department).
4. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.

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2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor :

- Exchanged instructor (peer) visits encouraged by the department.
- Department seminars held fortnightly to discuss various teaching and linguistics issues arranged by the academic board of the department.
- An end-of-the-term course report required by the department Quality Unit.

3 Processes for Improvement of Teaching :

- Workshops and seminars (both inside and outside the department).
- A set of strategies to ensure variability, updatedness and flexibility of materials.

**4 Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution):**

- Adopting a regular system of marking peer checking.
- Having students' final exam sheets checked by an independent reviewer/marker.
  - Holding regular workshops devoted partially or wholly to discussing testing criteria and problems.
  - Students who believe they are under- graded may have their papers checked by a second reader/marker.

**5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :**

- Regularly review syllabi and course descriptions for more improvement and updatedness (taking some reputable institutions as benchmarks/touchstones).



- Holding regular meetings and workshops to discuss syllabus improvement.
- Checking course effectiveness via constantly seeking feedback from students and graduates/alumni (esp. those who have been recruited as school/college teachers).

**Name of Course Instructor: Dr. Abdelmagid Abdelrahman**

**Signature: ..... Date Specification Completed: 9 /3/1439H, 27/11/2018**

**Program Coordinator: Dr. Majed Abahussain**

**Signature: ..... Date Received: 9 /3/1439H, 27/11/2018**

