

ACKNOWLEDGEMENT

I would like to start with acknowledging the fact that UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the $xw\text{m}\text{ə}\theta\text{k}\text{w}\text{ə}\text{y}\text{əm}$ (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

COURSE INFORMATION



Course Title	Course Code Number	Credit Value
The Ukrainian Ecolinguistic Archipelago	CENS 315 002	3.0 credits

PREREQUISITES

No previous knowledge necessary

CONTACTS

Course Instructor	Contact Details	Office Location	Office Hours
Dr. Olena Morozova (she / her)	You may address me as Dr. Morozova or Olena, depending on what you are more comfortable with.	BUCH B318	Monday 14:10 – 14:50. You might also like to talk with me online at a different time. In this case, arrange the appointment please. You can do it by talking to me directly or reaching me via e-mail: olena.morozova@ubc.ca

COURSE INSTRUCTOR BIOGRAPHICAL STATEMENT

I am a DSc in Linguistics, Full Professor. Since 1975, I have worked at V.N. Karazin Kharkiv National University (former Gorky State University of Kharkiv), Ukraine, lecturing in a number of linguistic disciplines, teaching English (C1-C2) and advising PhD, MA and BA students on their research. I am a Fulbright professor, which means that I am enthusiastically engaged in the international contacts of Karazin University and actively doing research. Current research is aimed at improving our understanding of conceptual structures underpinning language and discourse as well as putting this knowledge into a more useful dialogue with social and cultural practices and language teaching.

COURSE STRUCTURE

The choice of ecolinguistics as the subject matter of this course has been suggested, first, by its relevance since the degradation of our natural environment has become a threat to our existence; second, by the fact that languages and discourses can help us understand our relationship with the world around us and our responsibility to make it sustainable.

The course is divided into 4 units which are similarly structured: 3-5 content weeks, a flex class with no new

content (to think about what you have learnt within the unit), and a summing-up class (discussion, presentation, micro-teaching, guest lecture, service learning, quizzes).

Each unit opens with an Introduction which may be a short interactive lecture, a video, a static image or text. After the class, students are given access to these materials linked through Canvas. The syllabus presupposes doing some reading and watching (linked through Canvas) before other classes and well as doing assignments.

Unit 1 provides a brief background to the development of ecolinguistics and its main tenets. Unit 2 introduces a selection of the tools of the present-day ecolinguistics and practices their use. Unit 3 explores ecologically oriented disciplines neighboring with ecolinguistics by relying on case studies and micro-teaching sessions. Unit 4 provides an outlook on nationally specific ecological perspectives and ponders on potential future developments in ecolinguistics.

SCHEDULE OF TOPICS

Week	Day and Date	Content
Unit 1: Ecological Approach to Language Studies		
1	Wed 7/09	1.1. Getting acquainted; discussing the syllabus
	Fri 9/09	1.2. Ecocentrism as an alternative to anthropocentrism. Weak and strong anthropocentrism
	Mon 12/09	1.3. Ecolinguistic studies: a roadmap
2	Wed 14/09	1.4. Ecology of language (E. Haugen). The interaction between languages in multilingual contexts. Linguistic and biological diversity.
	Fri 16/09	1.5. Ecological linguistics (M. A. K. Halliday). The role of language in dealing with environmental problems. Critical and positive ecological analyses of discourse.
	Mon 19/09	1.6. Unifying the field (S.V. Steffensen and A.Fill)
3	Wed 21/09	1.7. Flex class: Literature and films addressing environmental issues
	Fri 23/09 – Mon 26/9	1.8. Summing-up class on Unit 1; Quiz on Unit 1
Unit 2. Selected Tools and Topics of Ecolinguistics		
3	Mon 26/09	2.1. Discourse and Multimodality
4	Wed 28/09	2.2. Framing
	Fri 30/09	2.3. Practice-oriented learning
	Mon 3/10	2.4. Conceptual metaphor
5	Wed 5/10	2.5. Practice-oriented learning
	Fri 7/10	2.6. Evaluation
	Mon 10/10	2.7. Practice-oriented learning
6	Wed 12/10	2.8. Identity

	Fri 14/10	2.9. Practice-oriented learning
	Mon 17/10	2.10. Salience vs. erasure
7	Wed 19/10	2.11. Practice-oriented learning
	Fri 21/10	2.12. Selected topic 1 of ecolinguistic studies: Climate change
	Mon 24/10	2.13. Selected topic 2 of ecolinguistic studies: Representation of animals in discourse
8	Wed 2/11	2.14. Selected topic 3 of ecolinguistic studies: Weapons and warfare
	Fri 4/11	2.15. Flex class
	Mon 7/11	2.16. Discussion: guest speaker
Unit 3: Ecological Approach in Humanities		
9	Wed 9/11	3.1. The Gaia hypothesis. Ecoimagistics
	Fri 11/11	3.2. Ecocriticism
	Mon 14/11	3.3. Case study 1
10	Wed 16/11	3.4. Case study 2
	Fri 18/11	3.5. Eco-education
	Mon 21/11	3.6. Micro-teaching 1
11	Wed 23/11	3.7. Micro-teaching 2
	Fri 25/11	3.8. Ecology, Ethics and Communication
	Mon 28/11	3.9. Flex class
12	Wed 30/11	3.10. Creative assignment:
Unit 4: Ecolinguistics in the 21st century		
12	Fri 2/12	4.1. North-American Ecolinguistics
	Mon 5/12	4.2. European Ecolinguistics
13	Wed 7/12	4.3. Ukrainian Ecolinguistics
	Fri 9/12	4.4. Presenting environment in non-Western languages

	Mon 12/12	4.5. Flex class: potential future developments in ecolinguistics
	Mon 12/12 – Wed 14/12	Summative Assessment on the Course; Quality Assessment (asynchronous, on Canvas)

If changes occur, students will be informed.

LEARNING OUTCOMES

In a nutshell, the course aim is manifold: to give students knowledge about the subject matter, to intensify their awareness of environmental problems, to provoke discussion and ultimately action.

More specifically, the aim of the course is to bring to light the role of ecolinguistics in solving environmental problems as well as honing student's critical thinking skills, thus inspiring them to be active citizens. The course will provide learners with a cross-disciplinary theoretical knowledge of environment and practical skills of extracting the information about people's attitude to it from words, texts, and discourses, using a range of tools and techniques. An important focus of the course is on demonstrating how the environmental situation has been aggravated by the ongoing war of Russia against Ukraine.

Learning objectives: by the end of this course students will be able to:	Learning outcomes: how will students demonstrate that the learning objective is achieved?
Concerning Content	
- trace the historical development of ecolinguistics, discuss the main trends in current research and provide a brief projection of potential future developments in it;	- discussing these issues in the spoken or written form;
- find manifestations of anthropocentrism in language and discourse and suggest ecologically oriented alternatives to them;	- analyzing texts and discourses and presenting the conclusions in class;
- take up topics which have largely been excluded from ecolinguistic research until recently	- finding texts and discourses on climate change, negative effects of tourism, migration of human, plant, and animal populations and applying the tools of Cognitive Linguistics and Discourse Analysis coming up with conclusive generalizations on them;
- apply the ecological approach to disciplines neighboring with linguistics;	- bringing to light the ecological principles in Ecocriticism, Eco-education, Eco-ethics and communication;
- elucidate the impact of the Russian war against Ukraine on environment;	- applying the knowledge obtained and / or activated during the course to develop critical judgments on the issue;
Concerning Skills	
- select, integrate and critically assess information from different sources, including electronic and print resources, and personally collected data	- finding well-grounded answers to questions offered by the instructor and /or formulated by oneself
- interpret one's own findings and draw conclusions	- self-observation – leave no question you come up with unanswered!

- communicate one's ideas using appropriate language and format	- in-class interaction and individual presentations
Concerning Values	
- work cooperatively in a group environment	- discussions; asking questions concerning the subject matter with confidence and seeking effective help from peers and community beside the instructor
- identify one's own position on the topical issues addressed in the course	- self-observation and discussion

LEARNING ACTIVITIES

Based on a confluence of environmental science, languages and linguistics, literature and literature studies, pedagogics and teaching methods, this course is of a cross-disciplinary nature, traversing the boundaries imposed by traditional classification of sciences. This gives students an opportunity of choosing some theme as a primary focus, going into it in more depth, and presenting their findings in an imaginative and generative way in class.

Linking to different disciplines and taking into account different interests of students opens the course to incorporation of intercultural and international dimension into its context. Students are invited to engage with other points of view through case studies, texts and discourses from other cultural contexts, guest lecturers. Unfamiliar takes on the subject matter under study may clash with a student's own view of it, but this diversity is meant to serve as a resource to orient one in different spheres of their life.

The course is student-centered, not focused on the instructor, whose main responsibility is to provide the content and activate it by using a variety of present-day didactic approaches (problem-based learning, research-oriented learning, practice-oriented learning, content and language integrated learning, case studies, etc.). Hence successful learning outcomes depend on a joint effort of all participants of the class.

LEARNING MATERIALS

In this class, we will read texts in the electronic format, watch videos and listen to some audios. All the materials will be linked from Canvas. If you are unable to access course materials, please let Dr Morozova know.

All class discussions, lectures, and assignments will be in English, with references to Ukrainian where appropriate. Bringing in the data of other languages is most welcome.

CONTENT WARNING

The course material and lectures will include discussion of challenging topics, among them: death, extinction of species, loss of habitat, war, etc. If you have concerns about this, please contact Dr Morozova.

Potentially sensitive themes that will appear in the course material and lectures include human rights, religion, and violence. If you have concerns that the content of the course will put you at risk, please discuss it with Dr Morozova.

EVALUATION

Assessments / Quiz =====> 50%
Creative assignment =====> 15 %
Group project =====> 20%
Discussion =====> 15%

Assessment / Quiz (50%)

There will be a quiz on the content of Unit 1. The quiz will be 10-15-minute-long and will include multiple choice and true / false questions. The Summative assessment quiz will be 30-40-minute-long.

Creative assignment on Unit 3 (15%) may be of any kind – a story (told or written), a poem (recited), a static image (a picture, a photo, an infographic) or a dynamic (video) one, a piece of plastic art (sculpture, ceramics), dance, song, pantomime, etc. The instructor does not provide ideas. A student is to come up with one of their own and submit the assignment by the date indicated in the course schedule for the instructor's approval. The assignment will be presented to the class and evaluated according to the following criteria: content (clear / vague / not relevant to the topic); use of the affordances of the chosen medium (effective / limited / ineffective). Fellow-students will participate in evaluating the assignment by expressing their subjective opinion of the assignment (up to 3%). Rubrics and additional information about all graded components will be posted on Canvas.

Group project (20%)

You will have to work on a problem which has no "correct" answer. However, you should work in a small group to find convincing arguments and evidence to your collective opinion. Your group project is to be presented in class (5-7 slides + the title one), but first it is to be given to a reviewer (appointed by the instructor) at least two days before the presentation in class. The reviewer is supposed to evaluate the presentation according to the following criteria: content (complete / some details are missing / important details are missing); organization (well-structured and logical / some logical gaps or repetitions are present / is of a checklist structure or lacks structure altogether); form (the quality of graphic and spoken presentation). Rubrics and additional information about all graded components will be posted on Canvas.

Assignments submitted after the due date will receive 80% of the grade.

MISSED WORK AND ACADEMIC CONCESSIONS

If something happens and you get behind on a single unit's schedule, do not worry. Flexibility is built into the course's design and you should have time to complete the work during the week where a flex-class is scheduled. If something happens that impacts your coursework substantially or prevents you from finishing the course and you are an Arts student, review the Faculty of Arts' [UBC Academic Concessions page](#) and then complete Arts Academic Advising's online academic concession form_ so that an advisor can evaluate your concession case. It's helpful, if you are beginning the academic concession process, to let Dr Morozova know (you don't need to explain what has happened, just that you're submitting a request - it's helpful for planning). If you are a student in a different Faculty, please consult [your Faculty's webpage on academic concession](#), and then contact Dr Morozova where appropriate.

If you have any concerns about your standing in the course or you require a small extension for any reason, please contact Dr Morozova.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with [the Centre for Accessibility](#). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or

ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. This learning technology captures data about your activity and provides information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to view overall class progress; track your progress in order to provide you with personalized feedback; review statistics on course content being accessed to support improvements in the course

LEARNING RESOURCES

UBC has created a hub for online learning resources: <https://students.ubc.ca/enrolment/academic-learning-resources>. Included are aids for effective online learning, writing support, research support, digital tools, and other resources. If you have questions about learning resources, please contact the instructor of the course.

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