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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP</b>	
<b>Ecolinguistics, MA</b>	
<b>Vasyl Stefanyk Precarpathian National University</b>	
<b>Master/bachelor level</b>	Master's level
<b>Branch of knowledge</b>	035 Philology
<b>Specialization</b>	035.041 "Germanic Languages and Literatures (including Translation)", English as a major
<b>Qualifications</b>	Philologist, translator
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Elective course.
<b>Course prerequisites</b>	English level B1 or higher
<b>Semester of the course</b>	1
<b>Course Volume</b>	3 ECTS 90 hours 30 hours of class work 60 hours of self-study and consultations
<b>Form of final control</b>	Credit (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Nataliia Goshlyk, PhD., Associate Professor of the English Philology Department
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>“Ecolinguistics” studies the ecological characteristics of the functioning of language in discourse. The discipline "Ecolinguistics" is aimed at developing critical thinking, understanding the need for a critical attitude to anthropocentrism, identifying narratives that are constructive, destructive, or ambivalent to man and his environment, and defining the conceptual essence of modern eco-discourse (advertising, media, media, and social discourse) and its multimodal dimension. The course is aimed at the critical analysis of the role of a human being in the modern world and the search for constructive ways of self-realization, taking into account the ecosystemic approach.</p> <p>The work during the course is aimed at developing students' creativity, integration into international academic discourse, and the ability to implement ideas via online tools and project activities for the sustainable development of education and society.</p>	
<b>New, Updated, and Modified Components</b>	
<ul style="list-style-type: none"> <li>A. Key Terms and Notions</li> <li>B. Course Aim</li> <li>C. Assessment Approach</li> <li>D. Criteria elaboration.</li> <li>E. Course Topics</li> <li>F. Teaching and Learning Methods</li> <li>G. Literature and References</li> </ul>	

<b>A. Key Terms and Notions</b>	
Ecology, linguistics, ecosystem, anthropocentrism, narrative, constructive, destructive, ambivalent, sustainability, sustainable development, discourse.	
<b>B. Course Aim</b>	
The aim of the course is to develop students' eco-identity through strengthening of critical thinking and the ability to generate environmental narratives in the surrounding environment for the ecosystemic self-realization of the individual.	
<b>C. Competencies</b>	
Generic competencies	<ol style="list-style-type: none"> <li>1. Ability to exercise one's rights and responsibilities as a member of society, to realize the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.</li> <li>4. Ability to be critical, self-critical and responsible for making and making decisions in unpredictable contexts.</li> <li>5. Ability to learn and master modern knowledge of a foreign language, linguistics, literature, translation.</li> <li>6. Ability to search, process and analyze information from various sources.</li> <li>7. Ability to identify, pose and solve problems.</li> <li>8. Ability to work in a team and independently.</li> <li>9. Ability to communicate in the main (English) and second foreign language.</li> <li>10. Ability to abstract thinking, analysis and synthesis.</li> <li>11. Ability to apply knowledge in practical situations of professional or educational activities.</li> <li>12. Skills in the use of information and communication technologies.</li> <li>13. Ability to conduct research at the appropriate level, considering the basic principles of intellectual property protection.</li> </ol>
Specific competencies	<ol style="list-style-type: none"> <li>1. Awareness of the structure of philological and pedagogical sciences and their theoretical foundations.</li> <li>2. Ability to use in professional activities knowledge of language as a special sign system, its nature, functions, levels.</li> <li>9. Ability to use English fluently, flexibly and effectively in oral and written form, in different genres and styles and registers of communication (formal, informal, neutral), to solve communicative tasks in various spheres of life.</li> <li>11. Ability to use fluency in special terminology to solve professional problems.</li> </ol>
<b>D. Learning Outcomes</b>	
PCEG 1	To communicate freely on professional issues with specialists and non-specialists in state and foreign languages orally and in writing, to use them to organize effective intercultural communication.
PCEG 2	Work effectively with information: select the necessary information from various sources, including professional literature and electronic databases, critically analyze and interpret it, organize, classify, and systematize.
PCEG 3	Organize the process of their learning and self-education with a significant degree of autonomy.
PCEG 5	Cooperate with colleagues, representatives of other cultures and religions, supporters of different political views, etc.

PCEG 6	Use information and communication technologies to solve complex specialized problems and problems of professional activity.
PCEG 12	Analyze language units, determine their interaction and characterize language phenomena and processes that determine them.
PCEG 14	To use English orally and in writing, in different genres and styles and registers of communication (formal, informal, neutral), to solve communicative problems in everyday, social, educational, professional, scientific spheres of life.
PCEG 16	Know and understand the basic concepts, theories and concepts of the chosen philological specialization, be able to apply them in professional activities.
PCEG 17	Collect, analyze, systematize and interpret the facts of language and speech and use them to solve complex problems and problems in specialized areas of professional activity and / or education.

E. Assessment and feedback approach		
Peer assessment		
<b>Case study</b>	Total: 20 (5)	2 case studies of media works connected with ecological topics. Peer-assessment. Criteria for assessment: <ol style="list-style-type: none"> <li>1. Adherence to the suggested structure.</li> <li>2. Ecological focus of the report.</li> <li>3. Linguistic focus of the report.</li> <li>4. Relevance of the idea traced in the report.</li> <li>5. Correct grammar and vocabulary.</li> </ol> Points are distributed according to the scheme: <ul style="list-style-type: none"> <li>- Yes, clearly present. 2 points</li> <li>- Yes, but needs improvement. 1 point</li> <li>- No, no traced. 0 points.</li> </ul>
Tests	Total: 20	*20 Test consists of 20 questions with the four variants of the answer. Each correct answer equals 1 points. Questions represent theoretical and practical issues introduced during the themes. There will be two tests during the course, summing themes 1-3, 4-6.

F. Course Final Assessment		
Type of work, activity, task	Max points	Extra information
Research report	Total: 30	Individual research task presenting the analysis of media presentation of a local environmental problem and search for its possible solutions.
Final Multiple Choice test	Total:30 1*30	*30 Test consists of 30 questions with the four variants of the answer. Each correct answer equals 1 points. Questions represent theoretical and practical issues introduced during the course.
<b>Total:</b>	100	

G. Course Quality Monitoring
1. Syllabus feedback from external peer-reviewers 2. Feedback from enrolled students