

ADVICE FOR TEACHERS

The course was designed to provide free materials for teachers to use in their teaching. Here is some advice about how to use them.

- In the main course pages and the extra materials pages there are enough materials for teachers to offer a full ecolinguistics module without needing to prepare anything. There are PowerPoint presentations, notes, exercises, readings and short films all ready to use. Hopefully, this will allow ecolinguistics to be incorporated into school and university courses around the world.
- Please feel free to use the materials in any way you want, adapting them in any way that is helpful. There are no copyright restrictions on any of the original materials produced by the course team. If the materials contain images or other material produced by others then the copyright remains with the original producers.
- It would be useful for students to have access to the textbook that the course is based on (*Ecolinguistics: language, ecology and the stories we live by*). But if that is not possible then there are still plenty of readings on this site and in the notes documents.
- The PowerPoint presentations have notes under each slide explaining the slide. To view these notes you'll need to download the presentation (click the three dots on the right hand side of PowerPoint Online) and click 'notes' in the bottom right menu of PowerPoint.
- There is a lot more material in the PowerPoint presentations than the films, so a recommendation is to show the film, and then go through the slides with the students.
- The exercises can be done in class in small groups. There are no 'answers', but a lot of the data in exercises is discussed in the corresponding chapter of the textbook.
- Your students can access the extra materials by registering on the main course site ([here](#)). They are free to contact the international tutors and apply for a certificate of completion.
- If your students are just starting their ecolinguistic journey then it may be best for you to set up a separate discussion group for them rather than asking them to comment on the main site. They can contribute to the main discussion groups when they are a little further in their journey.
- Please spread the word, and encourage colleagues to introduce ecolinguistics into their teaching.

Overleaf please find an example module guide that you adapt for your course.



University of Gloucestershire
HM4802 The Stories We Live By
MODULE GUIDE



- In class. Please:
- 1) Friendly, warm, cooperative interaction with classmates
 - 2) Mobile phones off, in bag, except for breaks

<p>Seminar: Tues 10.15 to 12.15 in room CL061B</p> <p>Online workshop: Friday 11.15 to 12.15. You can participate online on the Facebook group, or pop into room HC205 at any point during the hour to chat with Arran.</p> <p>The private Facebook for your group is: https://www.facebook.com/groups/storiesweliveby/</p>	<p>Module Tutor</p> <p>Arran Stibbe astibbe@glos.ac.uk 01242 71 4696</p>
<p>School of Liberal and Performing Arts</p>	

A Blended Learning Module

Blended learning combines small group seminars with rich on-line resources. In this module, you will have access to:



The Website

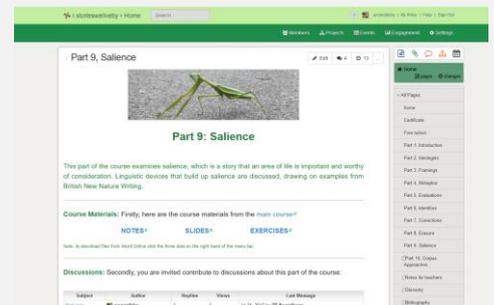
This website has videos, PowerPoints, notes and exercises for all 9 parts of the course. Please only look at the materials *after* classes.

<http://storiesweliveby.org.uk/course>

The discussion site

This site has extra materials and discussion groups. It's open to the public so you can see comments from other people around the world. Again, for after classes.

<http://storiesweliveby.org.uk/blog>



Free Tuition

The national Ecological Association is pleased to offer free tuition to anyone taking this course. This is possible by a group of volunteer tutors with expertise in ecological subjects who are available to help by email or comment on drafts of exercises. Simply look down the list of tutors below, offering help in the area you are interested in. Then contact them via email with questions. We offer help in twelve languages, and tutors have indicated which languages they can be offered in. If you would like to volunteer to become a tutor then please read the [Information for Tutors](#).

Extra Tuition

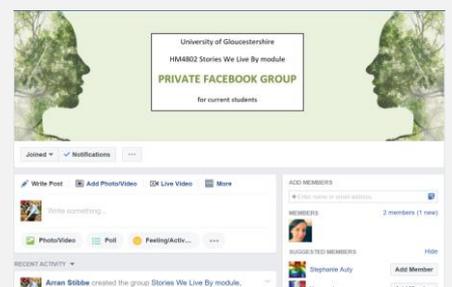
There are 22 volunteer tutors from around the world who are specialists in the subject and would be very happy to help you via email.

<http://storiesweliveby.org.uk/tutors>

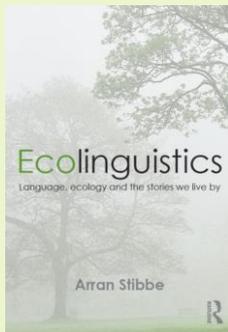
The Private Facebook Group

This Facebook group is just for you and your fellow students. We use it for online discussions every Friday, 11.15 to 12.15.

<https://www.facebook.com/groups/storiesweliveby/>



THE TEXTBOOK



The textbook, *Ecolinguistics: language, ecology and the stories we live by*, was written specifically for this module by Arran Stibbe. There are paper copies in the library (306.44 ST1) and it is available as an e-book to read online via the link below. We will be working chapter by chapter through the textbook, and you are encouraged to read each chapter *after* the class rather than before.

Click 'Access Online' here to read it:

<https://glos.on.worldcat.org/oclc/908389524>

THE ONLINE SEMINAR



Each week, from 11.15 to 12.15 on Friday we will have a seminar online, using this Facebook group:

<https://www.facebook.com/groups/storiesweliveby/>

During this hour, you can come and go as you like, and are encouraged to ask questions, make comments, and share useful links. It's a great chance to try out your assignment comments and get some feedback. If you're not on Facebook or would rather chat face-to-face, then you can pop into room HC205 at any time during the hour, and chat with Arran while he takes part in the Facebook discussion.

AN EXTRA CERTIFICATE



Your assignment will consist of a series of comments about types of story we live by. Optionally, if you share these comments via the Wikispaces site, and fill in a short application form, then you can get an extra certificate from the International Ecolinguistics Association. You can mention this certificate on your CV. It's also a way of sharing insights with people from around the world.

SCHEDULE

Week	Topic	Reading (<i>for after the session</i>). You will also need to select additional readings yourself.
1 26/09	Introduction – the stories we live by. Activity: why study English Language?	Textbook chapter 1 (no need to read the sections on ecosophy).
2 3/10	Ideologies and Discourses	Textbook chapter 2
3 10/10	Framing Activity: the framing of sustainability	Textbook chapter 3
4 17/10	Metaphor Case study: corporation as psychopath	Textbook chapter 4
5 24/10	Evaluations Case study: the weather	Textbook chapter 5
6 31/10	Identities Case study: gender and <i>Men's Health</i>	Textbook chapter 6 (no need to read section on New Nature Writing)
7 7/11	Convictions Case study: climate change denial	Textbook chapter 7
8 14/11	Erasure Case study: animal industries	Textbook Chapter 8
9 21/11	Saliency Case study: vivid depictions of nature	Textbook Chapter 9 (no need to read section on New Nature Writing)
10 28/11	Visual analysis	Stibbe (2005)
	[ASSIGNMENT DUE 1 December]	
11 5/12	Assignment insights. Please bring a copy of your completed assignment to class and be ready to discuss what you learned and found out.	
12/12	Conclusion	Textbook chapter 10

READING

Each week you will need to read a chapter of the textbook and additional readings that you choose for yourself, depending on your interests. It is best to do the reading *after* the classes so that in class you can discuss topics with other students and work things out for yourself.

Main Textbook

Stibbe, Arran (2015) *Ecolinguistics: language, ecology and the stories we live by*. Routledge.

The module is based on this book, but there is no need to read the whole book, just bits and pieces that you are interested in is fine, combined with your own wider reading.

Reading on Website

In addition to the textbook, you'll find useful week by week readings in the *Notes* section on the course website (<http://storieswelveby.org.uk>). Reference these as:

Stibbe, A (2017) Notes part 2. *Stories We Live By*, <http://storieswelveby.org.uk>

You'll also find readings in the website (<http://storieswelveby.org.uk/readings>). Please select the readings you think are most useful and relevant.

Additional Reading

The readings below are some more options if you'd like to explore topics in more detail.

Crompton, Tom, *Common Cause: The Case for Working with Our Cultural Values*, (WWF-UK, 2010) [Chapter 3 provides a good summary of frames in relation to ecological issues. Download from http://assets.wwf.org.uk/downloads/common_cause_report.pdf]

Fill, Alwin, and Peter Mühlhäusler, *Ecolinguistics Reader: Language, Ecology and Environment* (Bloomsbury Publishing, 2001) [the relevance and quality of chapters is variable, but Halliday's chapter is useful. Available from library 306.44 ECO]

Lakoff, George, The contemporary theory of metaphor, in Ortony, Andrew (ed.), *Metaphor and thought* (Cambridge University Press, 1993) [A technical overview of metaphor theory]. Download from http://www.cogsci.ucsd.edu/~coulson/203/lakoff_ps.pdf]

Martin, J. R., and David Rose, *Working with Discourse: Meaning beyond the Clause*, 2nd ed (London, New York, NY: Continuum, 2007) [Chapter 2 is a good introduction to appraisal theory. Available from library 401.41 MAR].

Potter, Jonathan, *Representing Reality: Discourse, Rhetoric and Social Construction* (London: Sage, 1996) [This book is useful for convictions, available in library 302 POT].

Stibbe, Arran, 'Chance encounters: ecology and haiku-inspired photography', *Language & Ecology*, 1:4 (2005) Download from www.ecoling.net/articles [this is an informal article that I'm basing my visual talk on, no need to read it for the assignment]

Stibbe, Arran, *Animals Erased: Discourse, Ecology, and Reconnection with the Natural World* (Middletown, CT: Wesleyan University Press, 2012) [Available as paper copies from library or as an ebook. Click 'read online' here <https://glos.on.worldcat.org/oclc/777375471>]

EVALUATION

You will be given the opportunity to undertake module evaluation which will inform module design for the following year. This will be conducted via questionnaires towards the end of the module. There will also be a mid-term evaluation.

ASSESSMENT

Assessment	001: 100% Coursework: Individual, standard written: 2000 words or equivalent
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1. Module code and title	HM4802 The Stories We Live By
2. Module tutor	Arran Stibbe
3. Tutor with responsibility for this Assessment	Arran Stibbe This is your first point of contact
4. (Element number), Weighting, Type and Size of Assessment	001: 100% Coursework: Individual, standard written: 2000 words You will be penalised according to the Academic Regulations for Taught Provision if you exceed the size limit.
5. Submission deadline	1 December 2017 Note: This date is the module submission date. You should refer to Student Records Online for your personal submission date (i.e. taking into account any mitigating circumstances or extensions). Your attention is drawn to the penalties for late submission; see Academic Regulations for Taught Provision on the English general site on Moodle
6. Arrangements for submission	<i>Electronic submission</i> <ul style="list-style-type: none"> You are advised to submit work electronically by midday to ensure that technical support is available should you encounter any issues with the electronic submission process. Please make sure that your name is on the first page of the assignment. You should use the following convention for naming your file: surname_ studentnumber_ HM4802

7. Date and location for return of work	20 working days after the deadline (or after your personal deadline if you have an extension).
8. Disabled students	<i>See endnote</i>
9. University Regulations for Assessment	<i>See endnote</i>

10. The requirements for the assessment

The module covered eight types of story (metaphors, framings, evaluations, identities etc.). Choose the **SIX** types of story that you found most interesting, and write a comment about each. The comment should briefly explain the type of story, illustrate it with your own example(s), and refer to background reading. The comments can be of any length so long as the total for the whole assignment is no more than 2000 words.

11. Assessment criteria

The assignment will be assessed on how insightful the comments are, on the use of background reading (particularly academic sources), and on the ability to provide suitable examples.

12. Special Instructions

You are advised to look at the comments on the Wikispaces site, which come from people all over the world, including PhD students, lecturers and undergraduate students. You can refer to these comments simply by putting the name of the commentator and *wikispaces* in parentheses (johnsmith, wikispaces). You can also refer to comments from classmates on the Facebook site in the same way (amandajones, Facebook).

Make sure that all other references are the standard MHRA footnote format. There's a useful tutorial available here: <http://ist.glos.ac.uk/referencing/mhra/page03a.html>