

2021年度 グローバル教育センター 講義概要 (シラバス)



法政大学

科目一覽

[発行日：2021/5/1] 最新版のシラバスは、法政大学 Web シラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

【A8000】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Samuel Harper] 春学期授業/Spring	1
【A8001】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Bridget Kim] 春学期授業/Spring	2
【A8002】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Samuel Harper] 春学期授業/Spring	3
【A8003】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Glenn Torrens] 春学期授業/Spring	4
【A8004】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Samuel Harper] 春学期授業/Spring	5
【A8005】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Wyman Keyes] 春学期授業/Spring	6
【A8006】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [David Raffray] 春学期授業/Spring	8
【A8007】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Jonathan Docherty] 春学期授業/Spring	9
【A8008】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Bridget Kim] 春学期授業/Spring	11
【A8009】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Anita Symonds] 春学期授業/Spring	12
【A8010】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Jonathan Docherty] 春学期授業/Spring	13
【A8011】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [David Raffray] 春学期授業/Spring	14
【A8012】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Samuel Harper] 春学期授業/Spring	15
【A8013】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Jonathan Docherty] 春学期授業/Spring	16
【A8014】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Wendy Horikoshi] 春学期授業/Spring	18
【A8015】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [David Raffray] 春学期授業/Spring	19
【A8016】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Glenn Torrens] 春学期授業/Spring	21
【A8017】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Glenn Torrens] 春学期授業/Spring	22
【A8018】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Jonathan Docherty] 春学期授業/Spring	23
【A8019】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Helen Nagasawa] 春学期授業/Spring	24
【A8020】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Bridget Kim] 春学期授業/Spring	25
【A8021】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Thomas Rapsey] 春学期授業/Spring	26
【A8022】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Wendy Horikoshi] 春学期授業/Spring	28
【A8023】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Thomas Saunders] 春学期授業/Spring	29
【A8050】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II [Thomas Saunders] 秋学期授業/Fall	31
【A8051】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II [Samuel Harper] 秋学期授業/Fall	32
【A8052】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II [Glenn Torrens] 秋学期授業/Fall	33
【A8053】 ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II [Joe Trujillo] 秋学期授業/Fall	34
【A8054】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [Glenn Torrens] 秋学期授業/Fall	36
【A8055】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [Jonathan Docherty] 秋学期授業/Fall	37
【A8056】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [David Raffray] 秋学期授業/Fall	38
【A8057】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Joe Trujillo] 秋学期授業/Fall	39
【A8058】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced II [Glenn Torrens] 秋学期授業/Fall	41
【A8059】 ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced II [Joe Trujillo] 秋学期授業/Fall	42
【A8060】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Jonathan Docherty] 秋学期授業/Fall	43
【A8061】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Samuel Harper] 秋学期授業/Fall	44

【A8100】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Aaron Maywald] 春学期授 業/Spring	46
【A8101】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Aaron Maywald] 春学期授 業/Spring	47
【A8102】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Jeffrey Berry] 春学期授業/Spring	48
【A8103】 ERP CE1 (Tama): Writing & Discussion: Intermediate I [David Raffray] 春学期授業/Spring	49
【A8104】 ERP CE1 (Tama): Writing & Discussion: Intermediate I [David Raffray] 春学期授業/Spring	50
【A8105】 ERP CE1 (Tama): Writing & Discussion: Intermediate I [Bridget Kim] 春学期授業/Spring	52
【A8106】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Aaron Maywald] 春学 期授業/Spring	53
【A8107】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [David Raffray] 春学期 授業/Spring	54
【A8108】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Aaron Maywald] 春学 期授業/Spring	55
【A8109】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Glenn Torrens] 春学期授業/Spring	56
【A8110】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [David Raffray] 春学期授業/Spring	58
【A8111】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Norutado Nakagawa] 春学期授 業/Spring	59
【A8112】 ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Jonathan Docherty] 春学期授 業/Spring	61
【A8113】 ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Takao Kasumi] 春学期授業/Spring	62
【A8114】 ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Norutado Nakagawa] 春学期授 業/Spring	63
【A8115】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Aaron Maywald] 春学期授業/Spring	64
【A8116】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Norutado Nakagawa] 春学期授業/Spring . .	65
【A8117】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Helen Nagasawa] 春学期授業/Spring	67
【A8150】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Aaron Maywald] 秋学期授 業/Fall	68
【A8151】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [David Raffray] 秋学期授業/Fall	69
【A8152】 ERP CE1 (Tama): Writing & Discussion: Intermediate II [David Raffray] 秋学期授業/Fall	70
【A8153】 ERP CE1 (Tama): Writing & Discussion: Intermediate II [Norutado Nakagawa] 秋学期授業/Fall .	72
【A8154】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Aaron Maywald] 秋 学期授業/Fall	73
【A8155】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [David Raffray] 秋学 期授業/Fall	74
【A8156】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [David Raffray] 秋学期授業/Fall	75
【A8157】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [Norutado Nakagawa] 秋学期授 業/Fall	77
【A8158】 ERP CE3 (Tama): Oral Presentation & Discussion :Advanced II [David Raffray] 秋学期授業/Fall .	78
【A8159】 ERP CE3 (Tama): Oral Presentation & Discussion :Advanced II [Norutado Nakagawa] 秋学期授 業/Fall	79
【A8160】 ERP CE3 (Tama): Writing & Discussion: Advanced II [Aaron Maywald] 秋学期授業/Fall	80
【A8161】 ERP CE3 (Tama): Writing & Discussion: Advanced II [David Raffray] 秋学期授業/Fall	82
【A8200】 ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate I [Samuel Harper] 春学期授 業/Spring	83
【A8201】 ERP CE1 (Koganei): Writing & Discussion: Intermediate I [Norutado Nakagawa] 春学期授業/Spring	84
【A8202】 ERP CE1 (Koganei): Writing & Discussion: Intermediate I [Takao Kasumi] 春学期授業/Spring . .	86
【A8203】 ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate I [Glenn Torrens] 春 学期授業/Spring	87
【A8204】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I [Norutado Nakagawa] 春学期 授業/Spring	88
【A8205】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I [Samuel Harper] 春学期授 業/Spring	90
【A8206】 ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I [Norutado Nakagawa] 春学期 授業/Spring	91
【A8207】 ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I [Samuel Harper] 春学期授業/Spring	92
【A8208】 ERP CE3 (Koganei): Writing & Discussion: Advanced I [Thomas Saunders] 春学期授業/Spring . .	93

【A8209】 ERP CE3 (Koganei): Writing & Discussion: Advanced I [Samuel Harper] 春学期授業/Spring	95
【A8250】 ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate II [Takao Kasumi] 秋学期授業/Fall	96
【A8251】 ERP CE1 (Koganei): Writing & Discussion: Intermediate II [Thomas Saunders] 秋学期授業/Fall	97
【A8252】 ERP CE1 (Koganei): Writing & Discussion: Intermediate II [Jonathan Docherty] 秋学期授業/Fall	99
【A8253】 ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate II [Samuel Harper] 秋学期授業/Fall	100
【A8254】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II [Takao Kasumi] 秋学期授業/Fall	101
【A8255】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II [Jonathan Docherty] 秋学期授業/Fall	103
【A8256】 ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II [Thomas Saunders] 秋学期授業/Fall	104
【A8257】 ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II [Jonathan Docherty] 秋学期授業/Fall	105
【A8258】 ERP CE3 (Koganei): Writing & Discussion: Advanced II [Samuel Harper] 秋学期授業/Fall	106
【A8259】 ERP CE3 (Koganei): Writing & Discussion: Advanced II [Takao Kasumi] 秋学期授業/Fall	108

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10% Presentation 2 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I

Bridget Kim

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 4/Mon.4

他学部公開： グローバル： 成績優秀： 実務教員：○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
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- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
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- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

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あり / Yes

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なし / No

[Schedule]

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[Changes following student comments]

[Others]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 2/Tue.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

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【Method(s)】

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あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"

3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I

Glenn Torrens

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs Discussion	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions Discussion	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I

Wyman Keyes

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Wyman Keyes is from New York City, USA and majored in Business Management. He has been teaching English in Japan for over 26 years to both university and corporate learners of English. During this time, he has had extensive experience in teaching TOEIC and skills-based classes, such as Presentations and Meetings. He is very skilled at being able to effectively facilitate his students to develop their English. His experience of Japanese culture allows him to understand Japanese learners and how best to motivate them to communicate positively.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs Discussion	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions Discussion	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I

Jonathan Docherty

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 4/Fri.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I

Bridget Kim

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Competitions; parts a-b	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I

Anita Symonds

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion Presentation 1 - 10%	Unit 1 review Prepare & practice Presentation 1
4	Unit 2: Competitions; parts a-b	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Anita Symonds is from London, England and majored in European Business Administration at Middlesex University, UK. She also holds a Cambridge CELTA teaching certificate. Anita has gained experience teaching English in various countries around the world, such as Germany, Spain and France, and has been in Japan for over 20 years. Her lessons are very lively and productive, and she is extremely knowledgeable about many industries. Anita's experience has allowed her to deeply understand both the linguistic and cultural challenges learners face when studying English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I

Jonathan Docherty

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Competitions; parts a-b	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 4/Fri.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion Presentation 1 - 10%	Unit 1 review Prepare & practice Presentation 1
4	Unit 2: Competitions; parts a-b	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 4/Mon.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I

Jonathan Docherty

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 2/Tue.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】		
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I

Wendy Horikoshi

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Wendy is from Australia and majored in Social Sciences. She also holds a Diploma to teach English as a second language. Wendy has lived in Japan for 23 years and has had experience teaching in both universities and Business English in Japanese companies. She aims to create lessons that meet her students' needs and ensures their content are up-to-date and engaging.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I

Glenn Torrens

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 5/Mon.5

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:
TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I

Glenn Torrens

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 5/Thu.5

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I

Jonathan Docherty

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : 〇

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I

Helen Nagasawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 4/Fri.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Helen Nagasawa is a native New Yorker who began her career in marketing at a publishing company. She has been in Tokyo since 2005 and has over 15 years of experience teaching English to a wide range of students including university students, returnees, and business professionals. Working with learners of varying ages and levels has allowed her to strengthen her communication skills and creativity in the classroom. She also brings with her cross-cultural communication skills from living and working across three continents namely in the United States, China, Japan, and Austria. She is dedicated, a team player and believes that learning is an ongoing process.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced I

Bridget Kim

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10%	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced I

Thomas Rapsey

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 5/Tue.5

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】		
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Tom Rapsey is from England and majored in Physical Geography. He has been teaching English to university and Japanese companies for over 16 years. He has extensive experience in Presentation, Discussion and Writing courses. Tom creates a relaxed, friendly atmosphere in group lessons, an atmosphere in which students grow in confidence by working together and supporting each other. As a result, students often remark that they have really enjoyed the course, are much more confident and feel highly motivated to continue studying and improving their skills.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced I

Wendy Horikoshi

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10%	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Wendy is from Australia and majored in Social Sciences. She also holds a Diploma to teach English as a second language. Wendy has lived in Japan for 23 years and has had experience teaching in both universities and Business English in Japanese companies. She aims to create lessons that meet her students' needs and ensures their content are up-to-date and engaging.

【Prerequisites】

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced I

Thomas Saunders

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 5/Fri.5

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II

Thomas Saunders

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 2/Mon.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトで4月7日(水)～13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II

Samuel Harper

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 4/Thu.4

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II

Glenn Torrens

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II

Joe Trujillo

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 3/Fri.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Joe Trujillo is from California, USA and majored in Creative Writing at the University of California. He has been teaching English in Japan for over 10 years in both university and corporate settings. Before teaching he gained experience working at Apple and as part of the Story Team for Final Fantasy XV. Joe creates an engaging lesson environment where he encourages students to communicate effectively. He sees every lesson as a chance for students to develop their own voice and to practice practical English they will use on a day-to-day basis.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II

Glenn Torrens

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 4/Mon.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make effective presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Work; parts a-b	Prepare a short speech on "Work"

3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II

Jonathan Docherty

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 3/Tue.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make effective presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Work; parts a-b	Prepare a short speech on "Work"

3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 4/Tue.4

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II

Joe Trujillo

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 4/Fri.4

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Joe Trujillo is from California, USA and majored in Creative Writing at the University of California. He has been teaching English in Japan for over 10 years in both university and corporate settings. Before teaching he gained experience working at Apple and as part of the Story Team for Final Fantasy XV. Joe creates an engaging lesson environment where he encourages students to communicate effectively. He sees every lesson as a chance for students to develop their own voice and to practice practical English they will use on a day-to-day basis.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced II

Glenn Torrens

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 5/Mon.5

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced II

Joe Trujillo

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 5/Fri.5

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare and practice Presentation 2
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Prepare a short speech on "No limits"
10	Unit 11: Connections; parts a-b	Unit 10 review
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Prepare a short speech on "Connections"
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Unit 11 review
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare and practice Presentation 3
14	Course review / Study planning	Review / Prepare Presentation 3
		Prepare a short speech on "What I learned in this course"

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Joe Trujillo is from California, USA and majored in Creative Writing at the University of California. He has been teaching English in Japan for over 10 years in both university and corporate settings. Before teaching he gained experience working at Apple and as part of the Story Team for Final Fantasy XV. Joe creates an engaging lesson environment where he encourages students to communicate effectively. He sees every lesson as a chance for students to develop their own voice and to practice practical English they will use on a day-to-day basis.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced II

Jonathan Docherty

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 2/Tue.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10%	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Ichigaya): Writing & Discussion: Advanced II

Samuel Harper

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 5/Thu.5

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft	
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final	
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5	
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft	
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final	
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6	
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft	
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final	
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7	
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft	
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final	
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or ELKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I

Aaron Maywald

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"

3	Unit 1: People; parts c-e Discussion Presentation 1 - 10%	Unit 1 review Prepare & practice Presentation 1
4	Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I

Aaron Maywald

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"

3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I

Jeffrey Berry

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)～13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Jeffrey is from Seattle, USA and holds a Master's in Adult Education. He also holds a certificate in Teaching English to Speakers of Other Languages (TESOL). Jeffrey came to Japan in 2015 and has experience teaching in both university students and company employees. His students have commented on his ability to motivate and inspire them for maximum language output and skills development.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Writing & Discussion: Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs Discussion	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions Discussion	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Writing & Discussion: Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 4/Mon.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Writing & Discussion: Intermediate I

Bridget Kim

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs Discussion	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions Discussion	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I

Aaron Maywald

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 2/Tue.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Competitions; parts a-b	Prepare a short speech on “Competitions”
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on “Transportation”
7	Unit 3: Transportation; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Challenges; parts a-b	Prepare a short speech on “Challenges”
9	Unit 4: Challenges; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on “The Environment”
11	Unit 5: The Environment; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

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[Goal]

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
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5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on “Transportation”
7	Unit 3: Transportation; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Challenges; parts a-b	Prepare a short speech on “Challenges”
9	Unit 4: Challenges; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on “The Environment”
11	Unit 5: The Environment; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

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[References]

Supplementary in-class handouts (free)

[Grading criteria]

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Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I

Aaron Maywald

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

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[Goal]

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
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8	Presentation 2 – 10% Unit 4: Challenges; parts a-b	Prepare a short speech on “Challenges”
9	Unit 4: Challenges; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on “The Environment”
11	Unit 5: The Environment; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I

Glenn Torrens

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

【Schedule】		
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I

David Raffray

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

他学部公開： グローバル： 成績優秀： 実務教員：○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
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6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Tama): Oral Presentation & Discussion
:Advanced I

Jonathan Docherty

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Oral Presentation & Discussion
:Advanced I

Takao Kasumi

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Oral Presentation & Discussion
:Advanced I

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

【Changes following student comments】

【Others】

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Writing & Discussion: Advanced

I

Aaron Maywald

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 4/Tue.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10%	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Writing & Discussion: Advanced

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)～13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Writing & Discussion: Advanced

Helen Nagasawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10%	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Helen Nagasawa is a native New Yorker who began her career in marketing at a publishing company. She has been in Tokyo since 2005 and has over 15 years of experience teaching English to a wide range of students including university students, returnees, and business professionals. Working with learners of varying ages and levels has allowed her to strengthen her communication skills and creativity in the classroom. She also brings with her cross-cultural communication skills from living and working across three continents namely in the United States, China, Japan, and Austria. She is dedicated, a team player and believes that learning is an ongoing process.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II

Aaron Maywald

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning
(ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 4/Fri.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Writing & Discussion: Intermediate II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 4/Mon.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

【Schedule】		
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Tama): Writing & Discussion: Intermediate II

Norutado Nakagawa

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 2/Thu.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10%	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II

Aaron Maywald

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 2/Tue.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make effective presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 – 10% Unit 8: Technology; parts a-b	Prepare a short speech on “Technology”
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on “Vacations”
7	Unit 9: Vacations; parts c-e Discussion 1 – 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Products; parts a-b	Prepare a short speech on “Products”
9	Unit 10: Products; parts c-e Discussion 2 – 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on “History”
11	Unit 11: History; parts c-e Discussion 3 – 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

**ERP CE2 (Tama): Oral Presentation & Discussion:
Higher-Intermediate II**

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make effective presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Work; parts a-b	Prepare a short speech on “Work”
3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 – 10% Unit 8: Technology; parts a-b	Prepare a short speech on “Technology”
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on “Vacations”
7	Unit 9: Vacations; parts c-e Discussion 1 – 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Products; parts a-b	Prepare a short speech on “Products”
9	Unit 10: Products; parts c-e Discussion 2 – 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on “History”
11	Unit 11: History; parts c-e Discussion 3 – 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II

Norutado Nakagawa

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 3/Thu.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Tama): Oral Presentation & Discussion
:Advanced II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 3/Mon.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

[Prerequisites]

English proficiency requirement:
TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Oral Presentation & Discussion :Advanced II

Norutado Nakagawa

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"

3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]**[Others]**

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Writing & Discussion: Advanced II

Aaron Maywald

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 4/Tue.4

他学部公開： グローバル： 成績優秀： 実務教員：○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

[Goal]

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Tama): Writing & Discussion: Advanced II

David Raffray

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 2/Fri.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10%	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"

3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]**[Others]**

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Koganei): Writing & Discussion: Intermediate I

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 2/Tue.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

【Prerequisites】

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Koganei): Writing & Discussion: Intermediate I

Takao Kasumi

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Describing People Discussion	Prepare a discussion topic based on Chapter 1
3	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People Discussion 1 - 10%	Review Chapter 1
6	Writing 1 Final feedback Chapter 2: Listing-Order Paragraphs Discussion	Prepare a discussion topic based on Chapter 2
7	Chapter 2: Listing-Order Paragraphs Discussion	Writing 2 Draft
8	Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%	Review Chapter 2
10	Writing 2 Final feedback Chapter 3: Giving Instructions Discussion	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate I

Glenn Torrens

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts a-b	Prepare a short speech on "Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Competitions; parts a-b	Prepare a short speech on “Competitions”
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on “Transportation”
7	Unit 3: Transportation; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Challenges; parts a-b	Prepare a short speech on “Challenges”
9	Unit 4: Challenges; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on “The Environment”
11	Unit 5: The Environment; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 4/Tue.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 3/Thu.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion	Writing Practice Draft
3	Chapter 1: Academic Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Academic Paragraphs Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Narrative Paragraphs Discussion	Writing 1 Draft
6	Chapter 2: Narrative Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure	Writing 2 Draft
9	Chapter 3: Basic Paragraph Structure Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 9: Essay Organization Discussion	Writing 3 Draft
12	Chapter 9: Essay Organization Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I

Norutado Nakagawa

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 火 3/Tue.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Performing; parts a-b	Prepare a short speech on “Performing”
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on “Water”
7	Unit 3: Water; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on “Opportunities”
9	Unit 4: Opportunities; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on “Well-being”
11	Unit 5: Well-being; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make academic presentations (with PowerPoint, etc.) in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on “Culture and Identity”

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Performing; parts a-b	Prepare a short speech on “Performing”
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on “Water”
7	Unit 3: Water; parts c-e Discussion 1 – 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on “Opportunities”
9	Unit 4: Opportunities; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on “Well-being”
11	Unit 5: Well-being; parts c-e Discussion 3 – 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing unit review pages). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Writing & Discussion: Advanced I

Thomas Saunders

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Writing & Discussion:
Advanced I

Samuel Harper

Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4

Day/Period : 木 2/Thu.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion	Writing Practice Draft
3	Chapter 1: Paragraph Structure Writing Practice Draft pair review	Writing Practice Final
4	Chapter 1: Paragraph Structure Writing Practice Final group review	Review Chapter 1
5	Chapter 2: Unity and Coherence Discussion	Writing 1 Draft
6	Chapter 2: Unity and Coherence Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10%	Review Chapter 2
8	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion	Writing 2 Draft
9	Chapter 3: Using Outside Sources Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10%	Review Chapter 3
11	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion	Writing 3 Draft
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10%	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing draft and final writing assignments). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate II

Takao Kasumi

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 3/Thu.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 – 10% Unit 8: Appearance; parts a-b	Prepare a short speech on “Appearance”
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on “Entertainment”
7	Unit 9: Entertainment; parts c-e Discussion 1 – 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Learning; parts a-b	Prepare a short speech on “Learning”
9	Unit 10: Learning; parts c-e Discussion 2 – 10%	Unit 10 review
10	Unit 11: Tourism; parts a-b	Prepare a short speech on “Tourism”
11	Unit 11: Tourism; parts c-e Discussion 3 – 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on “What I learned in this course”
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 2 (2nd Ed.), Cengage Learning / National Geographic Learning
(ISBN: 978-1-33-790563-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Koganei): Writing & Discussion: Intermediate II

Thomas Saunders

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 2/Tue.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトに於て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意すること。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order (“on the left ... behind that”) descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE1 (Koganei): Writing & Discussion: Intermediate II

Jonathan Docherty

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 4/Fri.4

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- confidently express opinions supported by simple reasoning
- work together with other students in simple collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order	Prepare a discussion topic based on Chapter 4
3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5
7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate II

Samuel Harper

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 3/Mon.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make effective presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- build analysis and decision-making skills through group discussion activities
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Work; parts a-b	Prepare a short speech on "Work"

3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 3 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790564-0)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II

Takao Kasumi

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 4/Thu.4

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II

Jonathan Docherty

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 2/Fri.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs Discussion 1 - 10%	Review Chapter 6
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

【Others】

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729

LANe100LD

ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II

Thomas Saunders

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火 3/Tue.3

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II

Jonathan Docherty

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 金 3/Fri.3

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は<https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

By the end of this course, students will be better able to:

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches on topics related to the textbook units, preparing and practicing evaluated presentations, and completing textbook unit review pages. They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Life 4 (2nd Ed.), Cengage Learning / National Geographic Learning (ISBN: 978-1-33-790565-7)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence
Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Presentation 30% (Message, Structure, Delivery, Visuals)

[Changes following student comments]

[Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

[Prerequisites]

English proficiency requirement:
TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Writing & Discussion: Advanced II

Samuel Harper

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 月 2/Mon.2

他学部公開 : グローバル : 成績優秀 : 実務教員 : ○

[Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

[Goal]

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

[Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft	
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final	
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5	
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft	
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final	
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6	
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft	
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final	
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7	
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft	
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final	
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

[Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

[Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD

ERP CE3 (Koganei): Writing & Discussion: Advanced II

Takao Kasumi

Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 木 2/Thu.2

他学部公開： グローバル： 成績優秀： 実務教員：○

【Outline and objectives】

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP受講には専用サイトにて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細は <https://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

【Goal】

By the end of this course, students will be better able to:

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

【Which item of the diploma policy will be obtained by taking this class?】

【Method(s)】

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning. Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course

2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft
3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final
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8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10%	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study planning	-

【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

【Textbooks】

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

【References】

Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

【Changes following student comments】

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[Prerequisites]

English proficiency requirement:

TOEFL[®] iBT 61+, TOEFL[®] ITP 500+, TOEIC[®] 625+, IELTS 6.0+ or EIKEN[®] CSE2.0 2400+ or English Placement Test a 730+

