

# 2022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

# 科目一覧

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

Wendy Horikoshi

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

Day/Period : 月 2/Mon.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

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

Glenn Torrens

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

Day/Period : 火 3/Tue.3

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

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

Glenn Torrens

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

Day/Period : 木 2/Thu.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

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

Glenn Torrens

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

Day/Period : 火 2/Tue.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate I

Jonathon Brocklehurst

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

Day/Period : 金 2/Fri.2

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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	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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

## [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]

Originally from the UK, Jonathon Brocklehurst, is an enthusiastic professional. He completed his Master of Science degree in Video Game Design Theory in 2015. After completing his TEFL Certification he began working in Japan teaching English to clients and students of all ages. He finds it most important to encourage curiosity, engagement and expression when diving deeper into the English language.

## [Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, 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 : 金 4/Fri.4

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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	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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Jonathan Docherty

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

Day/Period : 月 4/Mon.4

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態 : 対面/face to face

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, Preparation/Effort)

【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 &amp; Discussion: Higher-Intermediate I

Norutado Nakagawa

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

Day/Period : 火 2/Tue.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

## 【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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 (Ichigaya): Oral Presentation &amp; Discussion: Higher-Intermediate I

Joe Trujillo

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

Day/Period : 火 5/Tue.5

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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, Preparation/Effort)

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

Sandor Gabor Dome

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

Day/Period : 木 2/Thu.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

[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]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[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 &amp; Discussion: Higher-Intermediate I

Glenn Torrens

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

Day/Period : 木 4/Thu.4

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## [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 (Ichigaya): Writing &amp; Discussion: Higher-Intermediate I

Samuel Harper

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

Day/Period : 金 3/Fri.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## [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 (Ichigaya): Oral Presentation &amp; Discussion :Advanced I

Jonathon Brocklehurst

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

Day/Period : 月 2/Mon.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Originally from the UK, Jonathon Brocklehurst, is an enthusiastic professional. He completed his Master of Science degree in Video Game Design Theory in 2015. After completing his TEFL Certification he began working in Japan teaching English to clients and students of all ages. He finds it most important to encourage curiosity, engagement and expression when diving deeper into the English language.

## 【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 &amp; Discussion :Advanced I

Jonathon Brocklehurst

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

Day/Period : 金 3/Fri.3

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Originally from the UK, Jonathon Brocklehurst, is an enthusiastic professional. He completed his Master of Science degree in Video Game Design Theory in 2015. After completing his TEFL Certification he began working in Japan teaching English to clients and students of all ages. He finds it most important to encourage curiosity, engagement and expression when diving deeper into the English language.

## 【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 &amp; Discussion :Advanced I

Glenn Torrens

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

Day/Period : 木 3/Thu.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

[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 &amp; Discussion :Advanced I

Samuel Harper

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

Day/Period : 金 5/Fri.5

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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: 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, Preparation/Effort)

[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 (Ichigaya): Writing &amp; Discussion: Advanced I

Jonathon Brocklehurst

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

Day/Period : 月 3/Mon.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## [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]

Originally from the UK, Jonathon Brocklehurst, is an enthusiastic professional. He completed his Master of Science degree in Video Game Design Theory in 2015. After completing his TEFL Certification he began working in Japan teaching English to clients and students of all ages. He finds it most important to encourage curiosity, engagement and expression when diving deeper into the English language.

## [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 &amp; Discussion: Advanced I

Jonathan Docherty

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

Day/Period : 月 5/Mon.5

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## [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 &amp; Discussion: Advanced I

Thomas Rapsey

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

Day/Period : 木 5/Thu.5

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## [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]

Tomas 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

Norutado Nakagawa

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

Day/Period : 金 2/Fri.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

[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 CE1 (Ichigaya): Oral Presentation &amp; Discussion: Intermediate II

Thomas Rapsey

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Tomas 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 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689



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

Bridget Kim

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate II

Samuel Harper

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

## 【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® 500-549, 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 : 木 2/Thu.2  
 実務教員 : ○

**[Outline and objectives]**

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)]**

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

**[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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Samuel Harper

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

実務教員：○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：対面/face to face

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% Presentation 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Unit 12: Nature; parts a-b Presentation 3	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, Preparation/Effort)

[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): Oral Presentation &amp; Discussion: Higher-Intermediate II

Andrew Finegan

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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% Presentation 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Unit 12: Nature; parts a-b Presentation 3	Review / Prepare Presentation 3
13	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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Andrew Finegan is from Brisbane, Australia. He received a Bachelor of Arts, majoring in Japanese Language and Culture, from the University of Queensland, and a Graduate Diploma in Tax, from the University of New South Wales, Australia. He worked for the Australian Tax Office while in Australia. His experience in Japan includes English Instruction as well as legal interpretation, which allows him to effectively provide communication and business skills courses from beginner to advanced levels. He is particularly skilled at assisting students in expressing themselves clearly in a variety of situations.

## 【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 &amp; Discussion: Higher-Intermediate II

Glenn Torrens

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

実務教員：○

## 【Outline and objectives】

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)】

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

【Fieldwork in class】  
なし / No

【Schedule】 授業形態：対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## 【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 (Ichigaya): Writing & Discussion: Higher-Intermediate II

Bridget Kim

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

実務教員：○

**[Outline and objectives]**

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)]**

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531 )

**[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 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 &amp; Discussion :Advanced II

Andrew Finegan

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

実務教員：○

## [Outline and objectives]

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)]

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

あり / Yes

## [Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

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, Preparation/Effort)

[Changes following student comments]

## [Others]

Andrew Finegan is from Brisbane, Australia. He received a Bachelor of Arts, majoring in Japanese Language and Culture, from the University of Queensland, and a Graduate Diploma in Tax, from the University of New South Wales, Australia. He worked for the Australian Tax Office while in Australia. His experience in Japan includes English Instruction as well as legal interpretation, which allows him to effectively provide communication and business skills courses from beginner to advanced levels. He is particularly skilled at assisting students in expressing themselves clearly in a variety of situations.

## [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 &amp; Discussion :Advanced II

Samuel Harper

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

実務教員：○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：対面/face to face

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, Preparation/Effort)

[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 (Ichigaya): Writing &amp; Discussion: Advanced II

Bridget Kim

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## 【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 II

Bridget Kim

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

実務教員 : ○

**[Outline and objectives]**

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)]**

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

[Fieldwork in class]  
なし / No

**[Schedule]** 授業形態：オンライン/online

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
3	Chapter 5: Process Essays Discussion	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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

**[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 CE1 (Tama): Oral Presentation &amp; Discussion: Intermediate I

Bridget Kim

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

Day/Period : 月 2/Mon.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Joe Trujillo

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

Day/Period : 木 4/Thu.4

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

## 【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Bridget Kim

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

Day/Period : 金 2/Fri.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, 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 : 火 2/Tue.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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	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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[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 ® 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate I

Joe Trujillo

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

Day/Period : 木 2/Thu.2

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

## [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 ® 500-549, 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 : 金 3/Fri.3

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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	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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[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 ® 500-549, 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

Bridget Kim

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

Day/Period : 月 4/Mon.4

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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, Preparation/Effort)

[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 (Tama): Oral Presentation & 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

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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, Preparation/Effort)

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

Sandor Gabor Dome

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

Day/Period : 金 3/Fri.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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, Preparation/Effort)

[Changes following student comments]

## [Others]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## [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

Bridget Kim

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

Day/Period : 月 3/Mon.3

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

[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 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 &amp; Discussion: Higher-Intermediate I

Samuel Harper

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

Day/Period : 火 3/Tue.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## [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 (Tama): Writing & Discussion: Higher-Intermediate I

Michael Cooper

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

Day/Period : 木 2/Thu.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

[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]

Michael Cooper is from Florida, USA. While at university he obtained a Master's in Psychology as well as certification in TESOL. After working in the USA helping children and elderly, Michael traveled around Asia teaching English in universities in Taiwan, Thailand, and Japan. He teaches with an enthusiastic and dynamic style to motivate his students while facilitating the learning process. His favorite saying is, "the art of teaching is the art of assisting discovery."

[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

Sandor Gabor Dome

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

Day/Period : 月 2/Mon.2

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

[Changes following student comments]

## [Others]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## [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

Samuel Harper

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

Day/Period : 火 4/Tue.4

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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: 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, Preparation/Effort)

[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 (Tama): Oral Presentation & Discussion  
:Advanced I

Joe Trujillo

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

Day/Period : 木 3/Thu.3

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

[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 (Tama): Writing & Discussion: Advanced  
I

Sandor Gabor Dome

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

Day/Period : 月 3/Mon.3

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[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]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[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 &amp; Discussion: Advanced

Sandor Gabor Dome

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

Day/Period : 金 2/Fri.2

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## [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]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## [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

Sandor Gabor Dome

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

Day/Period : 金 4/Fri.4

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

[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]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[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 &amp; Discussion: Intermediate II

Rona Samala

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Ron Samala from Manila, Philippines, has a bachelor's degree in Industrial Engineering and has worked in corporations for over 10 years before she started teaching. Aside from the Philippines, she has worked in Singapore and finally in Japan. As a language instructor, she is able to prepare and teach English using a syllabus from the most basic to the more advanced levels. Her lessons are student-centered and communicative task based. She also teaches all aspects of the language including writing, reading, speaking, and correct grammar usage.

## 【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Joe Trujillo

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate II

Bridget Kim

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

## 【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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test α 640-689



LANe100LD

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

Sandor Gabor Dome

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

実務教員：○

**[Outline and objectives]**

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)]**

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

あり / Yes

[Fieldwork in class]

なし / No

**[Schedule]** 授業形態：対面/face to face

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

**[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]**

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

**[Prerequisites]**

English proficiency requirement:  
TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, 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

Bridget Kim

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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% Presentation 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Unit 12: Nature; parts a-b Presentation 3	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, Preparation/Effort)

【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 (Tama): Oral Presentation & Discussion:  
Higher-Intermediate II

Sandor Gabor Dome

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## 【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 &amp; Discussion: Higher-Intermediate II

Jonathan Docherty

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## 【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 (Tama): Writing &amp; Discussion: Higher-Intermediate II

Andrew Finegan

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## 【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】

Andrew Finegan is from Brisbane, Australia. He received a Bachelor of Arts, majoring in Japanese Language and Culture, from the University of Queensland, and a Graduate Diploma in Tax, from the University of New South Wales, Australia. He worked for the Australian Tax Office while in Australia. His experience in Japan includes English Instruction as well as legal interpretation, which allows him to effectively provide communication and business skills courses from beginner to advanced levels. He is particularly skilled at assisting students in expressing themselves clearly in a variety of situations.

## 【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

Rona Samala

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

## 【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Ron Samala from Manila, Philippines, has a bachelor's degree in Industrial Engineering and has worked in corporations for over 10 years before she started teaching. Aside from the Philippines, she has worked in Singapore and finally in Japan. As a language instructor, she is able to prepare and teach English using a syllabus from the most basic to the more advanced levels. Her lessons are student-centered and communicative task based. She also teaches all aspects of the language including writing, reading, speaking, and correct grammar usage.

## 【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

Joe Trujillo

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

実務教員：○

## [Outline and objectives]

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)]

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

あり / Yes

## [Fieldwork in class]

なし / No

[Schedule] 授業形態：対面/face to face

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, Preparation/Effort)

[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 (Tama): Writing &amp; Discussion: Advanced II

Bridget Kim

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## 【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+



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## ERP CE3 (Tama): Writing &amp; Discussion: Advanced II

Sandor Gabor Dome

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

## 【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】

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## 【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 &amp; Discussion: Intermediate I

Emma Frankel-Thorin

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

Day/Period : 火 2/Tue.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

## 【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Emma Frankel-Thorin, born of an English mother and Swedish father, is originally from Newcastle Upon Tyne in the U.K. After completing a Bachelor of Arts with Honors in Popular Music and Recording at Salford University, she began working as an Office Manager in the pro-audio industry in London for 5 years. She decided to travel around Asia and after experiencing many different cultures she finally chose to settle in Japan. Not only is she an English teacher, she is also an examiner, a narrator, a proofreader, and a translator. When teaching English, her speciality is creating a safe space for students to really speak their mind.

## 【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD  
**ERP CE1 (Koganei): Writing & Discussion: Intermediate I**  
 Joe Trujillo  
 Credit(s) : 1 | Semester : 春学期授業/Spring | Year : 1~4  
 Day/Period : 金 4/Fri.4  
 実務教員 : ○

**[Outline and objectives]**

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)]**

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

あり / Yes

**[Fieldwork in class]**

なし / No

**[Schedule]** 授業形態：オンライン/online

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

**[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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE2 (Koganei): Oral Presentation &amp; Discussion: Higher-Intermediate I

Ryan Oliner

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

Day/Period : 月 2/Mon.2

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態 : 対面/face to face

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Ryan Oliner is originally from Toronto, Canada. He studied Psychology at university as well as TESOL/TESL before coming to Japan. While in Japan, Ryan has worked as an English Instructor for more than 20 years teaching students of all ages, from children all the way up to university and businesspeople. In his lessons he aims to be creative, flexible and to always to provide enjoyable atmosphere where the students can learn.

## 【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 &amp; Discussion: Higher-Intermediate I

Bridget Kim

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

Day/Period : 木 4/Thu.4

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531)

## [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 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 &amp; Discussion :Advanced I

Andrew Finegan

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

Day/Period : 火 4/Tue.4

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態 : オンライン/online

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: 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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Andrew Finegan is from Brisbane, Australia. He received a Bachelor of Arts, majoring in Japanese Language and Culture, from the University of Queensland, and a Graduate Diploma in Tax, from the University of New South Wales, Australia. He worked for the Australian Tax Office while in Australia. His experience in Japan includes English Instruction as well as legal interpretation, which allows him to effectively provide communication and business skills courses from beginner to advanced levels. He is particularly skilled at assisting students in expressing themselves clearly in a variety of situations.

## 【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 &amp; Discussion :Advanced I

Bridget Kim

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

Day/Period : 木 2/Thu.2

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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: 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, Preparation/Effort)

[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 (Koganei): Writing &amp; Discussion: Advanced I

Glenn Torrens

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

Day/Period : 月 4/Mon.4

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

## [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 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

Richard Francis

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

Day/Period : 金 2/Fri.2

実務教員 : ○

[Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630 )

[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]

Richard Francis is from California, USA. He went to college and finished a Bachelor's degree in Linguistics and moved to Japan to teach English. Richard Francis has worked for famous Eikaiwa's, a boutique English school, and in Japanese elementary and junior high schools. Early on, in his time in Japan, he joined Japan's largest executive search firm and consulted top international companies. Richard Francis brings his academic background, real-world sales and customer service experience, and above all, passion to teach English to his 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 &amp; Discussion: Intermediate II

Emma Frankel-Thorin

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【Changes following student comments】

## 【Others】

Emma Frankel-Thorin, born of an English mother and Swedish father, is originally from Newcastle Upon Tyne in the U.K. After completing a Bachelor of Arts with Honors in Popular Music and Recording at Salford University, she began working as an Office Manager in the pro-audio industry in London for 5 years. She decided to travel around Asia and after experiencing many different cultures she finally chose to settle in Japan. Not only is she an English teacher, she is also an examiner, a narrator, a proofreader, and a translator. When teaching English, her specialty is creating a safe space for students to really speak their mind.

## 【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD  
**ERP CE1 (Koganei): Writing & Discussion: Intermediate II**  
 Samuel Harper  
 Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4  
 Day/Period : 金 4/Fri.4  
 実務教員 : ○

**[Outline and objectives]**

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)]**

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

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); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

**[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® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

## ERP CE2 (Koganei): Oral Presentation &amp; Discussion: Higher-Intermediate II

Sandor Gabor Dome

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

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

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, Preparation/Effort)

[Changes following student comments]

## [Others]

Sandor Dome was born in Hungary and grew up in various countries including going to school in the US and University in Italy. He has also worked in England and has worked in Japan for 8 years. Before joining ALC, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

## [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

Bridget Kim

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

実務教員：○

**[Outline and objectives]**

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)]**

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

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); Paragraphs to Essays SB w/App, Online Practice & Digital Resources, 4th Edition, Pearson (ISBN: 978-0136838531 )

**[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 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 &amp; Discussion :Advanced II

Richard Francis

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

実務教員 : ○

## [Outline and objectives]

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)]

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

あり / Yes

## [Fieldwork in class]

なし / No

[Schedule] 授業形態：オンライン/online

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, Preparation/Effort)

[Changes following student comments]

## [Others]

Richard Francis is from California, USA. He went to college and finished a Bachelor's degree in Linguistics and moved to Japan to teach English. Richard Francis has worked for famous Eikaiwa's, a boutique English school, and in Japanese elementary and junior high schools. Early on, in his time in Japan, he joined Japan's largest executive search firm and consulted top international companies. Richard Francis brings his academic background, real-world sales and customer service experience, and above all, passion to teach English to his 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): Oral Presentation &amp; Discussion :Advanced II

Bridget Kim

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

実務教員：○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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, Preparation/Effort)

【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 (Koganei): Writing &amp; Discussion: Advanced II

Jonathan Docherty

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：オンライン/online

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

## 【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 (Koganei): Writing &amp; Discussion: Advanced II

Samuel Harper

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

実務教員 : ○

## 【Outline and objectives】

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)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

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); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

## 【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+

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## ERP CE1 (Ichigaya): Intensive English 1

## ERP 講師

Credit(s) : 1 | Semester : スプリングセッション/Spring Session | Year : 1~4

Day/Period : 集中・その他/intensive・other courses

実務教員：○

## 【Outline and objectives】

This course aims to support and strengthen students' existing English skills by focusing on integrating the four skills of Reading, Writing, Speaking and Listening and building a solid foundation of skill strategies and language structures to allow 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 collaboration in brainstorming and planning of ideas, writing short essays, discussions, presentations and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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
- 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
- write coherent, logical English extended paragraphs on a range of topics (Approx. 250 words in length)
- build general vocabulary related to the reading, listening, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- develop listening skills (gist, detail and note-taking) using authentic speakers discussing level-appropriate subjects.

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

## 【Method(s)】

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation CEFR self-evaluation (Initial) Pre-Course Task Presentations, Pre-Course Task Presentations cont. Reading Skills: Skimming/Scanning, Read and discuss Article 1: The Dream of Flight, Writing Skills: The 5Cs of Good Writing, Paragraphs	Write 250 words about Article 1
2	Share Writing and Discuss, Listening Skills: Note Taking, Listen and Discuss Article 2: The Story of Chilli, Presentation Skills: Structure	Prepare a 3-minute Speech on Article 2
3	Short Speeches and Discussion, Reading Skills: Summarizing, Reading Skills: Read and Discuss Article 3: Mission to Mars, Debate Skills: ORE	Prepare for a Debate on Article 3

4	Debate and Feedback, Listening Skills: Listening for Details, Listen and Discuss Article 4: Fantastic Festivals, Writing Skills: Linking Ideas	Write 250 Words About Article 4
5	Share Writing and Discuss, Reading Skills: Building Vocabulary, Read and Discuss Article 5: Mood Music, Presentation Skills: Language	Prepare a 3-minute Speech on Article 5
6	Short Speeches and Discussion, Listening Skills: Listening for Facts and Opinions, Listen and Discuss Article 6: Edge of Extinction, Debate Skills: Strong Reasons	Prepare a Debate on Article 6
7	Evaluated Debate and Feedback, Reading & Listening Test, Presentation Skill: Delivery, Final Presentation Preparation	Practice Final Presentation
8	Final Presentation Preparation/Practice, Final Presentation and Feedback, CEFR Self Evaluation (Final) Review and Wrap-up	

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

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

## 【Textbooks】

- Four Skills English Intermediate/Academic Edition/ALC Press Inc./2018.

## 【References】

- Supplementary in-class handouts (free)

## 【Grading criteria】

Attendance: Five or more absences will result in a failing grade (exceptions in the case of proven reason); 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 20% (Message, Language, Clarity, Contribution); Presentation 20% (Message, Structure, Delivery, Visuals), Reading Comprehension 10%, Listening Test 10%.

【Changes following student comments】

## 【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

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ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

Credit(s) : 1 | Semester : スプリングセッション/Spring Session | Year : 1~4

Day/Period : 集中・その他/intensive・other courses

実務教員 : ○

[Outline and objectives]

This course aims to support and strengthen students' existing English skills by focusing on integrating the four skills of Reading, Writing, Speaking and Listening and building a solid foundation of skill strategies and language structures to allow 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 collaboration in brainstorming and planning of ideas, writing short essays, discussions, presentations and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

[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
- 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
- write coherent, logical English extended paragraphs on a range of topics (Approx. 250 words in length)
- build general vocabulary related to the reading, listening, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- develop listening skills (gist, detail and note-taking) using authentic speakers discussing level-appropriate subjects.

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

[Method(s)]

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation CEFR self-evaluation (Initial) Pre-Course Task Presentations, Pre-Course Task Presentations cont. Reading Skills: Skimming/Scanning, Read and discuss Article 1: The Dream of Flight, Writing Skills: The 5Cs of Good Writing, Paragraphs	Write 250 words about Article 1
2	Share Writing and Discuss, Listening Skills: Note Taking, Listen and Discuss Article 2: The Story of Chilli, Presentation Skills: Structure	Prepare a 3-minute Speech on Article 2
3	Short Speeches and Discussion, Reading Skills: Summarizing, Reading Skills: Read and Discuss Article 3: Mission to Mars, Debate Skills: ORE	Prepare for a Debate on Article 3

4	Debate and Feedback, Listening Skills: Listening for Details, Listen and Discuss Article 4: Fantastic Festivals, Writing Skills: Linking Ideas	Write 250 Words About Article 4
5	Share Writing and Discuss, Reading Skills: Building Vocabulary, Read and Discuss Article 5: Mood Music, Presentation Skills: Language	Prepare a 3-minute Speech on Article 5
6	Short Speeches and Discussion, Listening Skills: Listening for Facts and Opinions, Listen and Discuss Article 6: Edge of Extinction, Debate Skills: Strong Reasons	Prepare a Debate on Article 6
7	Evaluated Debate and Feedback, Reading & Listening Test, Presentation Skill: Delivery, Final Presentation Preparation	Practice Final Presentation
8	Final Presentation Preparation/Practice, Final Presentation and Feedback, CEFR Self Evaluation (Final) Review and Wrap-up	

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

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

[Textbooks]

- Four Skills English Intermediate/Academic Edition/ALC Press Inc./2018.

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in a failing grade (exceptions in the case of proven reason); 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 20% (Message, Language, Clarity, Contribution); Presentation 20% (Message, Structure, Delivery, Visuals), Reading Comprehension 10%, Listening Test 10%.

[Changes following student comments]

[Prerequisites]

English proficiency requirement:

CE2: TOEFL® iBT 52+, TOEFL® ITP 470+, TOEIC® 550+, IELTS 5.5+

