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

【A8000】ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Wendy Horikoshi]春学期 授業/Spring	1
【A8001】ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Glenn Torrens]春学期授業/Spring	2
【A8002】ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Glenn Torrens]春学期授	
業/Spring.	3
【A8003】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Glenn Torrens]春学期授業/Spring 【A8004】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Jonathon Brocklehurst]春学期授	4
業/Spring.	5
【A8005】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Samuel Harper]春学期授業/Spring 【A8006】ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Jonathan Docherty]	6
春学期授業/Spring	7
春学期授業/Spring	8
【A8008】ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Joe Trujillo]春学期授業/Spring	9
[A8009] ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Sandor Gabor Dome] 春学期 授業/Spring	10
[A8010] ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Glenn Torrens] 春学期授業/Spring	
【A8011】ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Samuel Harper]春学期授	
業/Spring	12
【A8012】ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Jonathon Brocklehurst]春学 期授業/Spring	13
【A8013】ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Jonathon Brocklehurst]春学	
期授業/Spring	14
【A8014】ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Glenn Torrens] 春学期授業/Spring	
[A8015] ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced I [Samuel Harper] 春学期授業/Spring	
【A8016】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Jonathon Brocklehurst]春学期授業/Spring	
【A8017】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Jonathan Docherty]春学期授業/Spring .	18
【A8018】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Thomas Rapsey]春学期授業/Spring	19
【A8019】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Norutado Nakagawa]春学期授業/Spring	20
[A8050] ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II [Thomas Rapsey] 秋学期授業/Fall	21
【A8051】 ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate II [Bridget Kim]秋学期授業/Fall	
[A8052] ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II [Samuel Harper] 秋学期授業/Fall	
【A8053】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate II [Glenn Torrens] 秋学期授業/Fall	24
[A8054] ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [Samuel Harper]	
秋学期授業/Fall	25
[A8055] ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [Andrew Finegan]	0.0
秋学期授業/Fall	26
【A8056】ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Glenn Torrens] 秋学期授業/Fall	
【A8057】ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Bridget Kim]秋学期授業/Fall 【A8058】ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced II [Andrew Finegan]秋学期授	20
業/Fall	29
【A8059】ERP CE3 (Ichigaya): Oral Presentation & Discussion :Advanced II [Samuel Harper] 秋学期授業/Fall	
【A8060】ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Bridget Kim] 秋学期授業/Fall	
【A8061】ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Bridget Kim] 秋学期授業/Fall	
[A8100] ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Bridget Kim] 春学期授業/Spring	
【A8101】ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Joe Trujillo] 春学期授業/Spring	
【A8102】ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Bridget Kim] 春学期授業/Spring	
【A8103】ERP CE1 (Tama): Writing & Discussion: Intermediate I [Bridget Kim]春学期授業/Spring	
【A8104】ERP CE1 (Tama): Writing & Discussion: Intermediate I [Joe Trujillo]春学期授業/Spring	
【A8105】ERP CE1 (Tama): Writing & Discussion: Intermediate I [Bridget Kim]春学期授業/Spring	

【A8106】ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Bridget Kim]春学期	
授業/Spring	39
[A8107] ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Jonathan Docherty]	
春学期授業/Spring	40
[A8108] ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Sandor Gabor Dome]	
春学期授業/Spring	41
【A8109】ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Bridget Kim]春学期授業/Spring	42
【A8110】ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Samuel Harper] 春学期授業/Spring	43
【A8111】ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Michael Cooper] 春学期授業/Spring	44
【A8112】ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Sandor Gabor Dome] 春学期授	
業/Spring	45
【A8113】ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Samuel Harper]春学期授業/Spring	46
【A8114】ERP CE3 (Tama): Oral Presentation & Discussion :Advanced I [Joe Trujillo]春学期授業/Spring	
【A8115】ERP CE3 (Tama): Writing & Discussion: Advanced I [Sandor Gabor Dome]春学期授業/Spring	48
【A8116】ERP CE3 (Tama): Writing & Discussion: Advanced I [Sandor Gabor Dome] 春学期授業/Spring	49
【A8117】ERP CE3 (Tama): Writing & Discussion: Advanced I [Sandor Gabor Dome] 春学期授業/Spring	50
【A8150】ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Rona Samala]秋学期授業/Fall	
【A8151】ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Joe Trujillo]秋学期授業/Fall	52
【A8152】ERP CE1 (Tama): Writing & Discussion: Intermediate II [Bridget Kim] 秋学期授業/Fall	53
【A8153】ERP CE1 (Tama): Writing & Discussion: Intermediate II [Sandor Gabor Dome] 秋学期授業/Fall	54
[A8154] ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Bridget Kim] 秋学期	01
授業/Fall	55
[A8155] ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Sandor Gabor Dome]	55
秋学期授業/Fall	56
【A8156】ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [Jonathan Docherty]秋学期授	50
業/Fall	57
【A8157】ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [Andrew Finegan]秋学期授業/Fall	
[A8158] ERP CE3 (Tama): Oral Presentation & Discussion :Advanced II [Rona Samala] 秋学期授業/Fall	
【A8159】ERP CE3 (Tama): Oral Presentation & Discussion :Advanced II [Joe Trujillo]秋学期授業/Fall	
【A8160】ERP CE3 (Tama): Writing & Discussion: Advanced II [Bridget Kim] 秋学期授業/Fall	61
【A8161】ERP CE3 (Tama): Writing & Discussion: Advanced II [Sandor Gabor Dome] 秋学期授業/Fall	
[A8200] ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate I [Emma Frankel-Thorin] 春	02
学期授業/Spring	63
【A8201】ERP CE1 (Koganei): Writing & Discussion: Intermediate I [Joe Trujillo]春学期授業/Spring	
	04
【A8202】ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate I [Ryan Olimer]春学	C E
期授業/Spring	
[A8203] ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I [Bridget Kim] 春学期授業/Spring	66
【A8204】ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I [Andrew Finegan] 春学期授	0.5
業/Spring.	
[A8205] ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced I [Bridget Kim] 春学期授業/Spring	
【A8206】ERP CE3 (Koganei): Writing & Discussion: Advanced I [Glenn Torrens] 春学期授業/Spring	69
【A8207】ERP CE3 (Koganei): Writing & Discussion: Advanced I [Richard Francis] 春学期授業/Spring	70
[A8250] ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate II [Emma Frankel-Thorin] 秋	
学期授業/Fall	71
【A8251】ERP CE1 (Koganei): Writing & Discussion: Intermediate II [Samuel Harper]秋学期授業/Fall	72
[A8252] ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate II [Sandor Gabor Dome]	
秋学期授業/Fall	73
【A8253】ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II [Bridget Kim]秋学期授業/Fall	
【A8254】ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II [Richard Francis]秋学期授業/Fall	75
【A8255】ERP CE3 (Koganei): Oral Presentation & Discussion :Advanced II [Bridget Kim]秋学期授業/Fall	76
【A8256】ERP CE3 (Koganei): Writing & Discussion: Advanced II [Jonathan Docherty]秋学期授業/Fall	77
【A8257】ERP CE3 (Koganei): Writing & Discussion: Advanced II [Samuel Harper]秋学期授業/Fall	78
【A8080】ERP CE1 (Ichigaya): Intensive English 1 [ERP 講師]スプリングセッション/Spring Session	79
【A8081】ERP CE2 (Ichigaya): Intensive English 2 [ERP 講師]スプリングセッション/Spring Session	80

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

Wendy Horikoshi

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

Day/Period: 月 2/Mon.2

実務教員: 〇

[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

[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.)]

[Fieldwork in class]

なし/No

[Schedule] 授業形能: 対面/face to face

【Schedule】授業形態:対面/face to face			
No.	Theme	Contents	
1	Orientation &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on "People"	
	(Initial)		
	Unit 1: People; parts		
	a-b		
3	Unit 1: People; parts	Unit 1 review	
	с-е	Prepare & practice Presentation 1	
	Discussion		
4	Presentation 1 - 10%	Prepare a short speech on	
	Unit 2: Possessions;	"Possessions"	
	parts a-b		
5	Unit 2: Possessions;	Unit 2 review	
	parts c-e		
	Discussion		
6	Unit 3: Places; parts	Prepare a short speech on "Places"	
	a-b		
7	Unit 3: Places; parts	Unit 3 review	
	c-e	Prepare and practice Presentation	
	Discussion 1 - 10%	2	
8	Presentation 2 - 10%	Prepare a short speech on "Free	
	Unit 4: Free Time;	Time"	
	parts a-b		
9	Unit 4: Free Time;	Unit 4 review	
	parts c-e		
	Discussion 2 - 10%		
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]

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

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

Glenn Torrens

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

Day/Period: 火 3/Tue.3

実務教員: 〇

[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.)]

[Fieldwork in class]

なし/No

e
e

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	D 1
6	Unit 3: Places; parts	Prepare a short speech on "Places"
_	a-b	TT '' 9
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
0	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
0	parts a-b	TT '4 4 '
9	Unit 4: Free Time;	Unit 4 review
	parts c-e Discussion 2 - 10%	
10		D
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"

11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation
		3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Past Lives;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Past Lives;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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]

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

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

Glenn Torrens

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

Day/Period: 木 2/Thu.2

実務教員: 〇

[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

[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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face	to face
------------------------	---------

-	e】 授耒形態‧刈 囲/Iace to	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
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]

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

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

Glenn Torrens

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

Day/Period:火2/Tue.2

実務教員: 〇

[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 \cdots second \cdots " 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. 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]

4

6

なし/No

【Schedule】授業形態:対面/face to face

No. Theme Write down three SMART learning 1 Orientation & introductions goals for this course Course preview Study planning CEFR Self-Evaluation 2 Prepare a discussion topic based on (Initial) Chapter 1 Chapter 1: Describing People

Discussion Chapter 1: Describing 3 Writing 1 Draft

Writing 1 Draft pair

People Discussion

Chapter 1: Describing People

Writing 1 Final

review 5 Writing 1 Final DUE 10%

Review Chapter 1

Chapter 1: Describing People Discussion 1 - 10% Writing 1 Final

Chapter 2: Listing-Order

feedback

Paragraphs

Prepare a discussion topic based on Chapter 2

Chapter 2: Listing-Order Writing 2 Draft Paragraphs Discussion Writing 2 Final Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review

Writing 2 Final DUE 9 Review Chapter 2 10%

Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%

7

8

10

Writing 2 Final Prepare a discussion topic based on feedback Chapter 3

Chapter 3: Giving Instructions Chapter 3: Giving

Writing 3 Draft

11 Instructions Discussion 12 Chapter 3: Giving

Writing 3 Final

Instructions Writing 3 Draft pair 13

Writing 3 Final DUE Review Chapter 3 Prepare a short speech on "What I 10% learned in this course'

Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys

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.

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 α 640-689

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

Jonathon Brocklehurst

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

Day/Period:金2/Fri.2

実務教員: 〇

[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 \cdots second \cdots " 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

[0] 1] 極光形態, 北天原

【Schedule】授業形態:対面/face to face		
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing	
	People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People	
	Discussion	
4	Chapter 1: Describing	Writing 1 Final
	People	
	Writing 1 Draft pair	

Review Chapter 1

10% Chapter 1: Describing

review

5

People

Writing 1 Final DUE

Discussion 1 - 10%

Writing 1 Final Prepare a discussion topic based on 6 feedback Chapter 2

Chapter 2: Listing-Order Paragraphs

7 Chapter 2: Writing 2 Draft Listing-Order Paragraphs Discussion Writing 2 Final 8 Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair

review Writing 2 Final DUE 9 Review Chapter 2 10% Chapter 2:

Listing-Order Paragraphs Discussion 2 - 10%

Writing 2 Final Prepare a discussion topic based on feedback Chapter 3

Chapter 3: Giving Instructions Chapter 3: Giving Instructions

10

11

12

13

Writing 3 Draft

Chapter 3: Giving Instructions Writing 3 Draft pair

Discussion

Writing 3 Final

Review Chapter 3

Writing 3 Final DUE 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation

(Final) / Student

Prepare a short speech on "What I learned in this course'

surveys 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 α 640-689

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: 〇

[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 \cdots second \cdots " 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
- \bullet 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

めり/Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

Loculedan	CI 1X未加流·利田/Iace to	iace
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing	_
	People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People	
	Discussion	
4	Chapter 1: Describing	Writing 1 Final
	People	<u> </u>
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 1
	- 10%	· · · · · · · · · · · · · · · · · · ·

Prepare a discussion topic based on

feedback Chapter 2

Chapter 2: Listing-Order Paragraphs

People

6

Chapter 1: Describing

Discussion 1 - 10% Writing 1 Final

7 Chapter 2: Writing 2 Draft Listing-Order Paragraphs Discussion Writing 2 Final 8 Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair review Writing 2 Final DUE 9 Review Chapter 2 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10% 10 Writing 2 Final Prepare a discussion topic based on feedback Chapter 3 Chapter 3: Giving Instructions

11 Chapter 3: Giving Writing 3 Draft Instructions
Discussion
12 Chapter 3: Giving Writing 3 Final Instructions

Writing 3 Draft pair review

Writing 3 Final DUE
- 10%
Chapter 3: Giving
Instructions
Discussion 3 - 10%
CEFR Self-Evaluation

CEFR Self-Evaluatio (Final) / Student surveys Writing 3 Final feedback

Course review / Study planning

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

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

Review Chapter 3

learned in this course'

Prepare a short speech on "What I

[Textbooks]

13

14

● 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 α 640-689

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

Jonathan Docherty

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

4

Day/Period: 月 4/Mon.4

実務教員: 〇

[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:

- $\bullet\,$ make presentations in English (with PowerPoint, etc.) on a cademic and other topics, in pairs, groups and individually
- \bullet $\,$ 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
- $\bullet\,$ 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Lifestyle"
	Unit 1: Lifestyle; parts	
	a-b	
3	Unit 1: Lifestyle; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
	parts a-b	•
5	Unit 2: Competitions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 5: The	Prepare a short speech on "The

Environment; parts a-b Environment"

11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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

ERP CE2 (Ichigaya): Oral Presentation & 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: 〇

[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:

- \bullet 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
- $\bullet\,$ 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.	7 技業形態・対画/face to f Theme	Contents
1	Orientation & introductions Course preview	Write down three SMART learning goals for this course
2	Study planning CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts	Prepare a short speech on "Lifestyle"
3	a-b Unit 1: Lifestyle; parts	Unit 1 review
	c-e Discussion	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
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	Prepare a short speech on "The

Environment; parts a-b Environment"

11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life;	<u>-</u>
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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

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

Joe Trujillo

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

Day/Period: 火 5/Tue.5

実務教員: 〇

[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
- 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

5

10

【Schedule】授業形態:オンライン/online Theme

Orientation & Write down three SMART learning introductions goals for this course Course preview

Study planning

CEFR self-evaluation Prepare a short speech on 2

(Initial) "Lifestyle"

Unit 1: Lifestyle; parts a-b

Unit 1: Lifestyle; parts 3

Prepare & practice Presentation 1 с-е Discussion

Presentation 1 - 10% Unit 2: Competitions;

Prepare a short speech on "Competitions"

parts a-b

Unit 2: Competitions; Unit 2 review

parts c-e Discussion

Unit 3: Transportation; Prepare a short speech on

parts a-b "Transportation" Unit 3: Transportation; Unit 3 review

Prepare and practice Presentation parts c-e

Discussion 1 - 10%

Presentation 2 - 10% Prepare a short speech on

8 Unit 4: Challenges; parts a-b

"Challenges"

Unit 4: Challenges; parts c-e

Unit 4 review

Discussion 2 - 10%

Unit 5: The Prepare a short speech on "The

Environment; parts a-b Environment"

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

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

planning

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]

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-

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

Sandor Gabor Dome

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

Day/Period: 木 2/Thu.2

実務教員: 〇

[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, levelappropriate 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
- 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 Write down three SMART learning Orientation & 1 introductions goals for this course Course preview Study planning Writing Practice Draft 2 CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final

Writing Practice Draft pair review Chapter 1: Academic Review Chapter 1 4

Paragraphs Writing Practice Final

Paragraphs

group review Chapter 2: Narrative Writing 1 Draft

5 Paragraphs Discussion

6

Chapter 2: Narrative Writing 1 Final

Paragraphs Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 2 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review Writing 2 Final DUE 10 Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion 12 Chapter 9: Essay Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 Prepare a short speech on "What I 10% Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys Writing 3 Final 14 feedback Course review / Study

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

planning

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]

7

8

9

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]

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-

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

Glenn Torrens

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

Day/Period: 木 4/Thu.4

実務教員: 〇

[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, levelappropriate 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
- 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 Write down three SMART learning Orientation & 1 introductions goals for this course Course preview Study planning Writing Practice Draft 2 CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review Chapter 1: Academic Review Chapter 1 4

Writing 1 Draft

Paragraphs

Writing Practice Final group review

Chapter 2: Narrative 5 Paragraphs Discussion

Chapter 2: Narrative Writing 1 Final Paragraphs

Writing 1 Draft pair review

6

7 Writing 1 Final DUE Review Chapter 2 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure Chapter 3: Basic 9 Writing 2 Final Paragraph Structure Writing 2 Draft pair review Writing 2 Final DUE 10 Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion 12 Chapter 9: Essay Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 Prepare a short speech on "What I 10% Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys Writing 3 Final 14 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]

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 ${\it \$}$ iBT 52-60, TOEFL ${\it \$}$ ITP 470-499, TOEIC ${\it \$}$ 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-

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

Samuel Harper

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

Day/Period:金3/Fri.3

実務教員: 〇

[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, levelappropriate 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
- 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 Orientation & Write down three SMART learning 1 introductions goals for this course Course preview Study planning 2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final

Paragraphs Writing Practice Draft pair review

Review Chapter 1

Chapter 1: Academic 4 Paragraphs Writing Practice Final group review

Writing 1 Draft

Chapter 2: Narrative 5 Paragraphs Discussion Chapter 2: Narrative 6

Writing 1 Final

Paragraphs Writing 1 Draft pair review

7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Narrative Paragraphs Discussion 1 - 10%	
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%	Review Chapter 3
11	Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final feedback	Writing 3 Draft
12	Chapter 9: Essay Organization Discussion Chapter 9: Essay Organization	Writing 3 Final
13	Writing 3 Draft pair review Writing 3 Final DUE - 10%	Review Chapter 9 Prepare a short speech on "What I
	Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	learned in this course"
14	surveys Writing 3 Final feedback Course review / Study	-

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

planning

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]

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-

ERP CE3 (Ichigaya): Oral Presentation & 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: 〇

[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 multiparty interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- $\bullet\,$ 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 – 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
	a-b	
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 – 10%	Prepare and practice Presentation
		2
8	Presentation 2 – 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	
	Discussion 2 – 10%	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Mysteries;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Mysteries;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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+

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

Jonathon Brocklehurst

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

Day/Period:金3/Fri.3

実務教員: 〇

[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 multiparty 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

Discussion 2 - 10%

Schedu	【Schedule】授業形態:対面/face to face			
No.	Theme	Contents		
1	Orientation &	Write down three SMART learning		
	introductions	goals for this course		
	Course preview			
	Study planning			
2	CEFR self-evaluation	Prepare a short speech on "Culture		
	(Initial)	and Identity"		
	Unit 1: Culture and			
	Identity; parts a-b			
3	Unit 1: Culture and	Unit 1 review		
	Identity; parts c-e	Prepare & practice Presentation 1		
	Discussion			
4	Presentation 1 - 10%	Prepare a short speech on		
	Unit 2: Performing;	"Performing"		
	parts a-b			
5	Unit 2: Performing;	Unit 2 review		
	parts c-e			
	Discussion			
6	Unit 3: Water; parts	Prepare a short speech on "Water"		
	a-b			
7	Unit 3: Water; parts c-e	Unit 3 review		
	Discussion 1 – 10%	Prepare and practice Presentation		
		2		
8	Presentation 2 – 10%	Prepare a short speech on		
	Unit 4: Opportunities;	"Opportunities"		
	parts a-b			
9	Unit 4: Opportunities;	Unit 4 review		
	parts c-e			

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	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

[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]

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 ${\mathbin{\circledS}}$ ibt 61+, toefl ${\mathbin{\circledS}}$ itp 500+, toeic ${\mathbin{\circledS}}$ 625+, ielts 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

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

Glenn Torrens

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

Day/Period:木 3/Thu.3

実務教員: 〇

[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 multiparty 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

Scneau	Ie】 授業形態: 対 囲/face to:	tace
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	D
6	Unit 3: Water; parts	Prepare a short speech on "Water"
_	a-b	**
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation
0	D	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
0	parts a-b	TT '4 4 '
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

Discussion 2 - 10%

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries;	Review / Prepare Presentation 3
13	parts a-b Presentation 3	D 1 4 1 677 4 1
15	continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
14	surveys Course review / Study	_
	nlanning	

[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+

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

Samuel Harper

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

Day/Period:金 5/Fri.5

実務教員:〇

[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 multiparty 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

Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
	a-b	
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 – 10%	Prepare and practice Presentation
		2
8	Presentation 2 – 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10% Unit 6: Mysteries;	Review / Prepare Presentation 3
13	parts a-b Presentation 3	D
13	continued – 10% Unit 6: Mysteries;	Prepare a short speech on "What I learned in this course"
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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+

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

Jonathon Brocklehurst

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

Day/Period: 月 3/Mon.3

実務教員: 〇

[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]

review

なし/No

【Schedule】授業形態:対面/face to face			
No.	Theme	Contents	
1	Orientation &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
	Study planning		
2	CEFR Self-Evaluation	Writing Practice Draft	
	(Initial)		
	Chapter 1: Paragraph		
	Structure		
	Discussion		
3	Chapter 1: Paragraph	Writing Practice Final	
	Structure		
	Writing Practice Draft		
	pair review		
4	Chapter 1: Paragraph	Review Chapter 1	
	Structure		
	Writing Practice Final		
	group review		
5	Chapter 2: Unity and	Writing 1 Draft	
	Coherence		
	Discussion		
6	Chapter 2: Unity and	Writing 1 Final	
	Coherence		
	Writing 1 Draft pair		

7	Writing 1 Final DUE	Review Chapter 2
8	Chapter 2: Unit and Coherence Discussion 1 – 10% Writing 1 Final feedback Chapter 3: Using	Writing 2 Draft
	Outside Sources Discussion	
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	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

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

[Textbooks]

Longman Academic Writing Series (Level 4); 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+

ERP CE3 (Ichigaya): Writing & 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: 〇

[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
- \bullet 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

Coherence Discussion Chapter 2: Unity and

Coherence Writing 1 Draft pair

review

6

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph	
	Structure	
	Discussion	
3	Chapter 1: Paragraph	Writing Practice Final
	Structure	
	Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph	Review Chapter 1
	Structure	
	Writing Practice Final	
	group review	
5	Chapter 2: Unity and	Writing 1 Draft

Writing 1 Final

7 Writing 1 Final DUE Review Chapter 2 10% Chapter 2: Unit and Coherence Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Using Outside Sources Discussion Chapter 3: Using 9 Writing 2 Final Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 4: From Paragraph to Essay Discussion 12 Chapter 4: From Writing 3 Final Paragraph to Essay Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 4 Prepare a short speech on "What I 10% Chapter 4: From learned in this course' Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys

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

Writing 3 Final

Course review / Study

feedback

planning

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]

14

● 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+

Review Chapter 2

LANe100LD

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

Thomas Rapsey

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

Day/Period: 木 5/Thu.5

実務教員: 〇

[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 Conf

INO.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph	
	Structure	
	Discussion	

3 Structure

Chapter 1: Paragraph

Writing Practice Final

Writing Practice Draft pair review

Review Chapter 1

Chapter 1: Paragraph 4 Structure Writing Practice Final

group review Chapter 2: Unity and 5 Coherence

Writing 1 Draft

Discussion Chapter 2: Unity and 6

Writing 1 Final

Coherence Writing 1 Draft pair

review

Coherence Discussion 1 - 10% Writing 1 Final Writing 2 Draft feedback Chapter 3: Using Outside Sources Discussion Chapter 3: Using Writing 2 Final Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 4: From Paragraph to Essay Discussion 12 Chapter 4: From Writing 3 Final Paragraph to Essay Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 4 Prepare a short speech on "What I 10% Chapter 4: From learned in this course' Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys

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

Writing 3 Final

Course review / Study

feedback

planning

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]

14

7

8

9

Writing 1 Final DUE

Chapter 2: Unit and

10%

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 α 730+

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

Norutado Nakagawa

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

Day/Period:金2/Fri.2

実務教員: 〇

[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 Write down three SMART learning Orientation & 1 introductions goals for this course Course preview Study planning CEFR Self-Evaluation 2 Writing Practice Draft (Initial) Chapter 1: Paragraph Structure Discussion 3 Chapter 1: Paragraph Writing Practice Final Structure Writing Practice Draft pair review Chapter 1: Paragraph Review Chapter 1 4 Structure

group review Chapter 2: Unity and 5 Coherence

Writing 1 Draft

Discussion Chapter 2: Unity and

6

Writing 1 Final

Coherence Writing 1 Draft pair review

Writing Practice Final

10% Chapter 2: Unit and Coherence Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Using Outside Sources Discussion Chapter 3: Using 9 Writing 2 Final Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 4: From Paragraph to Essay Discussion 12 Chapter 4: From Writing 3 Final Paragraph to Essay Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 4 Prepare a short speech on "What I 10% Chapter 4: From learned in this course' Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys 14 Writing 3 Final feedback Course review / Study

Review Chapter 2

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

planning

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]

7

Writing 1 Final DUE

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+

ERP CE1 (Ichigaya): Oral Presentation & 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

Unit 11: Tourism;

parts c-e Discussion 3 - 10%

11

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	v
	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	1 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
	parts a-b	
5	Unit 8: Appearance;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Entertainment;	Prepare a short speech on
	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
	parts a-b	
9	Unit 10: Learning;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
	parts a-b	"Tourism"

Unit 11 review

Prepare and practice Presentation

Presentation 3 - 10% 12 Review / Prepare Presentation 3 Unit 12: The Earth: parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student

Course review / Study planning

surveys

[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]

14

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]

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

ERP CE1 (Ichigaya): Oral Presentation & 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
- $\bullet\,$ 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

parts c-e Discussion 3 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	
_	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
-	parts a-b	II '4 0 '
5	Unit 8: Appearance; parts c-e	Unit 8 review
	Discussion	
6	Unit 9: Entertainment;	Prepare a short speech on
U	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2.
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
	parts a-b	9
9	Unit 10: Learning;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
	parts a-b	"Tourism"
11	Unit 11: Tourism;	Unit 11 review

12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 12: The Earth; parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys 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 α 640-689

Prepare and practice Presentation

ERP CE1 (Ichigaya): Writing & 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. 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.)]

[Fieldwork in class]

なし/No

[Schedule	e】授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation & introductions Course preview	Write down three SMART learning goals for this course
	Study planning	
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing	Prepare a discussion topic based on Chapter 4
3	with Space Order 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	Prepare a discussion topic based on Chapter 5

Chapter 5: Stating Reasons and Using Examples

7	Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair	Writing 2 Final
9	review 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	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-
F		

[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]

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

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: 〇

[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
- $\bullet\,$ 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.)] \not \not \not \not / Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

Chapter 5: Stating Reasons and Using Examples

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

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

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

[Textbooks]

 Longman Academic Writing Series (Level 2); 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 α 640-689

ERP CE2 (Ichigaya): Oral Presentation & 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: 〇

[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
- $\bullet \;\;$ engage in and facilitate discussions on a wide range of topics related to their fields of study
- $\bullet\;$ 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

10

【Schedule】授業形態:対面/face to face

-	le】 技未形態·利曲/face to	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Work"
	(Initial)	
	Unit 7: Work; parts a-b	
3	Unit 7: Work; parts c-e	Unit 7 review
	Discussion	Prepare & practice Presentation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Technology;	"Technology"
	parts a-b	
5	Unit 8: Technology;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Vacations;	Prepare a short speech on
	parts a-b	"Vacations"
7	Unit 9: Vacations;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Products;	"Products"
	parts a-b	
9	Unit 10: Products;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	

Unit 11: History; parts 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	Prepare a short speech on "What I learned in this course"
	c-e CEFR self-evaluation (Final) / Student surveys	
14	Course review / Study	-

[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]

 ${\bf English\ proficiency\ requirement:}$

TOEFL ® 1BT 52-60, TOEFL ® 1TP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690-729

ERP CE2 (Ichigaya): Oral Presentation & 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: 〇

[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
- 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
- · 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

10

(Schedule)	授業形態	:	オン	ラ	イ	ン/online
------------	------	---	----	---	---	----------

Discussion 2 - 10%

-	e 】 技未形態・4 イソイン/0	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Work"
	(Initial)	
	Unit 7: Work; parts a-b	
3	Unit 7: Work; parts c-e	Unit 7 review
	Discussion	Prepare & practice Presentation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Technology;	"Technology"
	parts a-b	
5	Unit 8: Technology;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Vacations;	Prepare a short speech on
	parts a-b	"Vacations"
7	Unit 9: Vacations;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Products;	"Products"
	parts a-b	
9	Unit 10: Products;	Unit 10 review
	parts c-e	

Unit 11: History; parts Prepare a short speech on "History"

11	Unit 11: History; parts	Unit 11 review
	c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: Nature; parts	
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Nature; parts	
	c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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]

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 $\hat{\mathbb{B}}$ iBT 52-60, TOEFL \mathbb{B} ITP 470-499, TOEIC \mathbb{B} 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-

ERP CE2 (Ichigaya): Writing & 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: 〇

[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
- $\bullet~$ 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
- $\bullet \;$ 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	_
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
	group review	
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs	
	Discussion	
6	Chapter 6: Definition	Writing 1 Final
	Paragraphs	
	Writing 1 Draft pair	
	review	

Writing 1 Final DUE - 10%	Review Chapter 6
Chapter 6: Definition Paragraphs Discussion 1 - 10% Writing 1 Final feedback Chapter 7: Cause /	Writing 2 Draft
Effect Paragraphs Discussion	Waiting O Final
Effect Paragraphs Writing 2 Draft pair	Writing 2 Final
Writing 2 Final DUE - 10%	Review Chapter 7
Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10% Writing 2 Final	Writing 3 Draft
feedback Chapter 10: Opinion Essays	
Chapter 10: Opinion Essays Writing 3 Draft pair	Writing 3 Final
review Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10%	Review Chapter 10 Prepare a short speech on "What I learned in this course"
CEFR Self-Evaluation (Final) / Student surveys	
Writing 3 Final feedback Course review / Study planning	-
	Chapter 6: Definition Paragraphs Discussion 1 - 10% Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10% Writing 2 Final feedback Chapter 10: Opinion Essays Discussion Chapter 10: Opinion Essays Discussion Chapter 10: Opinion Essays Writing 3 Draft pair review Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback Course review / Study

[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

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: 〇

[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
- $\bullet~$ 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
- $\bullet\,$ build understanding of the difference between spoken and written English
- $\bullet \;$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
- $\bullet\,$ 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 onlying supported by logical reasoning and convincing
- $\bullet\,$ 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

[Schedule	e】授業形態:対面/face to f	face
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
	group review	
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs	
	Discussion	
6	Chapter 6: Definition	Writing 1 Final
	Paragraphs	
	Writing 1 Draft pair	
	review	

7	Writing 1 Final DUE - 10%	Review Chapter 6
	Chapter 6: Definition Paragraphs	
	Discussion 1 – 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 7: Cause / Effect Paragraphs	
	Discussion	
9	Chapter 7: Cause /	Writing 2 Final
0	Effect Paragraphs	Willing 2 I mar
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE - 10%	Review Chapter 7
	Chapter 7: Cause /	
	Effect Paragraphs	
	Discussion 2 – 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 10: Opinion	
	Essays Discussion	
12	Chapter 10: Opinion	Writing 3 Final
14	Essays	Witting 5 Pinai
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 10
	- 10%	Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays	
	Discussion 3 – 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
1.4	surveys	
14	Writing 3 Final feedback	-
	Course review / Study	
	planning	
	hiaiming	

4 D: 1 DIII

[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 ® 1BT 52-60, TOEFL ® 1TP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-729

ERP CE3 (Ichigaya): Oral Presentation & 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: 〇

[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 multiparty 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:オンライン/online

parts a-b

Schedul	e】 授業形態:オンフイン/o	nline
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 – 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	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+

ERP CE3 (Ichigaya): Oral Presentation & 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: 〇

[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 multiparty 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
- \bullet 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.)] なり / Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

parts a-b

	e】 授業形態: 対 囲/face to 1	tace
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 – 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	Prepare a short speech on

"Connections"

11	Unit 11: Connections;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 -10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: Experts; parts	<u>-</u>
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Experts; parts	
	c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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 \circledR iBT 61+, TOEFL ข ITP 500+, TOEIC v 625+, IELTS 6.0+ or EIKEN v CSE2.0 2400+ or English Placement Test a 730+

ERP CE3 (Ichigaya): Writing & 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

Theme No. Contents Orientation & Write down three SMART learning goals for this course introductions Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial)

Chapter 5: Process Essays Discussion

Chapter 5: Process 3 Writing Practice Final

Essays Writing Practice Draft pair review

Chapter 5: Process Review Chapter 5

Essays Writing Practice Final

group review Chapter 6: Cause / Writing 1 Draft

Effect Essays Discussion

5

6 Chapter 6: Cause / Effect Essays

Writing 1 Draft pair review

Writing 1 Final

Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

7

8

9

12

Chapter 7: Comparison Writing 2 Final / Contrast Essays

Writing 2 Draft pair review

10 Writing 2 Final DUE Review Chapter 7 10%

Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%

11 Writing 2 Final Writing 3 Draft

feedback Chapter 8:

Argumentative Essays Discussion Writing 3 Final

Chapter 8: Argumentative Essays Writing 3 Draft pair review

13 Writing 3 Final DUE Review Chapter 8

Prepare a short speech on "What I 10% Chapter 8: learned in this course' Argumentative Essays

Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys Writing 3 Final

14 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

[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+

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
- $\bullet\,$ 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
- $\bullet\,\,$ 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
- \bullet 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

Theme No. Contents Orientation & Write down three SMART learning goals for this course introductions Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final

Essays Writing Practice Draft

pair review

Chapter 5: Process Review Chapter 5

Essays Writing Practice Final group review

Chapter 6: Cause / Writing 1 Draft

Effect Essays Discussion

5

6 Chapter 6: Cause / Writing 1 Final Effect Essays

Effect Essays
Writing 1 Draft pair
review

7 Writing 1 Final DUE Review Chapter 6

Chapter 6: Cause / Effect Essays Discussion 1 - 10%

8

12

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

9 Chapter 7: Comparison Writing 2 Final / Contrast Essays

Writing 2 Draft pair review

10 Writing 2 Final DUE Review Chapter 7

- 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%

11 Writing 2 Final Writing 3 Draft

feedback Chapter 8: Argumentative Essays

Discussion Chapter 8: Writing 3 Final

Chapter 8: Argumentative Essays Writing 3 Draft pair

review

13 Writing 3 Final DUE Review Chapter 8

- 10% Prepare a short speech on "What I Chapter 8: learned in this course"

Argumentative Essays
Discussion 3 - 10%
CEFR Self-Evaluation

CEFR Self-Evalua (Final) / Student surveys Writing 3 Final

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+

ERP CE1 (Tama): Oral Presentation & 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: 〇

[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:

- $\bullet\,$ 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.)]

[Fieldwork in class]

。 なし/No

10

【Schedule】授業形態:対面/face to face

-	使】技术形态·对面/face to	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	1 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
Ü	a-h	Trepare a short speech on Traces
7	Unit 3: Places; parts	Unit 3 review
•	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
0		Time"
	Unit 4: Free Time;	Time
	parts a-b	TT *: 4
9	Unit 4: Free Time;	Unit 4 review
	parts c-e Discussion 2 - 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 ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test α 640-689

ERP CE1 (Tama): Oral Presentation & 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: 〇

[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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 – 10%	
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"

11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation
		3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Past Lives;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Past Lives;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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 α 640-689

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

Bridget Kim

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

Day/Period:金2/Fri.2

実務教員: 〇

[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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態	:	対面/face to face	
----------------	---	-----------------	--

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
_	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
_	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
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]

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 $5.0~\mathrm{or}$ EIKEN ® CSE2.0 2200+ or English Placement Test ~a~ 640-689

ERP CE1 (Tama): Writing & Discussion: Interme-

Bridget Kim

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

Day/Period:火2/Tue.2

実務教員: 〇

[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 \cdots second \cdots " 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. 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.)]

[Fieldwork in class]

なし/No

6

【Schedule】授業形態:対面/face to face

No. Theme Write down three SMART learning Orientation & goals for this course introductions Course preview Study planning 2 **CEFR Self-Evaluation** Prepare a discussion topic based on (Initial) Chapter 1 Chapter 1: Describing

Discussion Chapter 1: Describing 3 Writing 1 Draft People

Discussion

People

Chapter 1: Describing Writing 1 Final

People Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 1

10% Chapter 1: Describing People

Discussion 1 - 10% Writing 1 Final

feedback

Chapter 2: Listing-Order Paragraphs

Prepare a discussion topic based on

Chapter 2

7	Chapter 2: Listing-Order Paragraphs	Writing 2 Draft
8	Discussion Chapter 2:	Writing 2 Final
	Listing-Order Paragraphs Writing 2 Draft pair	
9	review Writing 2 Final DUE - 10%	Review Chapter 2
	Chapter 2: Listing-Order Paragraphs	
10	Discussion 2 - 10% Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based or 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	-

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

Course review / Study

planning

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.

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]

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

[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

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

Joe Trujillo

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

Day/Period: 木 2/Thu.2

実務教員: 〇

[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 \cdots second \cdots " 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. 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

5

【Schedule】授業形態:対面/face to face

【SCHEdule】 授耒形態,对面/face to face			
No.	Theme	Contents	
1	Orientation &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
	Study planning		
2	CEFR Self-Evaluation	Prepare a discussion topic based on	
	(Initial)	Chapter 1	
	Chapter 1: Describing		
	People		
	Discussion		
3	Chapter 1: Describing	Writing 1 Draft	
	People		
	Discussion		
4	Chapter 1: Describing	Writing 1 Final	
	People		
	Writing 1 Draft pair		
	review		

Discussion 1 - 10% Writing 1 Final 6 feedback

10%

People

Writing 1 Final DUE

Chapter 1: Describing

Prepare a discussion topic based on Chapter 2

Review Chapter 1

Chapter 2:

Listing-Order Paragraphs

Chapter 2: Writing 2 Draft Listing-Order

Paragraphs Discussion

7

8

9

10

11

12

13

Writing 2 Final Chapter 2:

Listing-Order Paragraphs Writing 2 Draft pair

review Writing 2 Final DUE Review Chapter 2

10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%

Writing 2 Final Prepare a discussion topic based on Chapter 3

feedback Chapter 3: Giving

Instructions Chapter 3: Giving

Writing 3 Draft Instructions

Discussion Chapter 3: Giving Instructions

Writing 3 Final

Writing 3 Draft pair

Writing 3 Final DUE Review Chapter 3 Prepare a short speech on "What I 10% learned in this course'

Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys

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.

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 α 640-689

ERP CE1 (Tama): Writing & Discussion: Interme-

Bridget Kim

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

Day/Period:金3/Fri.3

実務教員: 〇

[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 \cdots second \cdots " 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. 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

6

【Schedule】授業形態:対面/face to face

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	_
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing	
	Dooplo	

Discussion Chapter 1: Describing 3 Writing 1 Draft People

Discussion Chapter 1: Describing

Writing 1 Final

People Writing 1 Draft pair review Writing 1 Final DUE

Review Chapter 1

10% Chapter 1: Describing People Discussion 1 - 10%

feedback Chapter 2: Listing-Order Paragraphs

Writing 1 Final

Prepare a discussion topic based on Chapter 2

•	Chapter 2.	Willing 2 Dian
	Listing-Order	
	Paragraphs	
	Discussion	
8	Chapter 2:	Writing 2 Final
	Listing-Order	_
	Paragraphs	
	Writing 2 Draft pair	
	review	
9	Writing 2 Final DUE	Review Chapter 2
	- 10%	· ·
	Chapter 2:	
	Listing-Order	
	Paragraphs	
	Discussion 2 - 10%	
10	Writing 2 Final	Prepare a discussion topic based on
	feedback	Chapter 3
	Chapter 3: Giving	
	Instructions	
11	Chapter 3: Giving	Writing 3 Draft
	Instructions	
	Discussion	
12	Chapter 3: Giving	Writing 3 Final
	Instructions	
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 3
	- 10%	Prepare a short speech on "What I
	Chapter 3: Giving	learned in this course"
	Instructions	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-

Writing 2 Draft

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

Course review / Study

feedback

planning

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.

7

Chapter 2:

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]

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

[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

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: 〇

[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:

- $\bullet\,$ make presentations in English (with PowerPoint, etc.) on a cademic 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
- $\bullet\,\,$ 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
- $\bullet \;\;$ 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

INO.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Lifestyle"
	Unit 1: Lifestyle; parts	Elicative
	a-h	
3	Unit 1: Lifestyle; parts	Unit 1 review
9	c-e	Prepare & practice Presentation 1
	Discussion	Trepare & practice Tresentation 1
4	Presentation 1 - 10%	Prepare a short speech on
-	Unit 2: Competitions;	"Competitions"
	parts a-b	Competitions
5	Unit 2: Competitions;	Unit 2 review
5	parts c-e	Omt 2 review
	Discussion	
6		Duanana a about anaash an
O	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7		Unit 3 review
1	Unit 3: Transportation;	
	parts c-e	Prepare and practice Presentation
0	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
_	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 – 10%	
10	Unit 5: The	Prepare a short speech on "The

Environment; parts a-b Environment"

11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	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;	Prepare a short speech on "What I learned in this course"
	parts c-e CEFR self-evaluation (Final) / Student	
	surveys	
14	Course review / Study	-

[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

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: 〇

[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:

- $\bullet\,$ 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
- $\bullet\,$ 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Lifestyle"
	Unit 1: Lifestyle; parts	
	a-b	
3	Unit 1: Lifestyle; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
	parts a-b	
5	Unit 2: Competitions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
	parts c-e	Prepare and practice Presentation
_	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	TT 1
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
10	Discussion 2 - 10%	D 1 4 1 4/m
10	Unit 5: The	Prepare a short speech on "The

Environment; parts a-b Environment"

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

[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

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: 〇

[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:

- $\bullet\,$ 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
- $\bullet\,$ 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 T	homo		Contents

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Lifestyle"
	Unit 1: Lifestyle; parts	
	a-b	
3	Unit 1: Lifestyle; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
	parts a-b	•
5	Unit 2: Competitions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 5: The	Prepare a short speech on "The

Environment; parts a-b Environment"

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

[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 α 690-729

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

Bridget Kim

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

Day/Period: 月 3/Mon.3

実務教員: 〇

[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, levelappropriate 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
- 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

6

【Schedule】授業形態:対面/face to face

Chapter 2: Narrative

Paragraphs Writing 1 Draft pair

review

No. Theme Contents Orientation & Write down three SMART learning 1 introductions goals for this course Course preview Study planning 2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review Chapter 1: Academic Review Chapter 1 4 Paragraphs Writing Practice Final group review Chapter 2: Narrative Writing 1 Draft 5 Paragraphs Discussion

Writing 1 Final

7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Narrative	
	Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
	Paragraph Structure	W. W. O. D. I
9	Chapter 3: Basic	Writing 2 Final
	Paragraph Structure Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE - 10%	Review Chapter 3
	Chapter 3: Basic	
	Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 9: Essay	
	Organization Discussion	
12	Chapter 9: Essay	Writing 3 Final
12	Organization	Witning of Iniai
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 9
	- 10%	Prepare a short speech on "What I
	Chapter 9: Essay	learned in this course"
	Organization	
	Discussion 3 – 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
4.4	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study planning	
	piaiiiiiig	

[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]

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-

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

Samuel Harper

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

Day/Period: 火 3/Tue.3

実務教員: 〇

[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, levelappropriate 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
- 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

Writing 1 Draft pair

review

Schedule	【Schedule】授業形態:対面/face to face			
No.	Theme	Contents		
1	Orientation &	Write down three SMART learning		
	introductions	goals for this course		
	Course preview			
	Study planning			
2	CEFR Self-Evaluation	Writing Practice Draft		
	(Initial)			
	Chapter 1: Academic			
	Paragraphs			
	Discussion			
3	Chapter 1: Academic	Writing Practice Final		
	Paragraphs			
	Writing Practice Draft			
	pair review			
4	Chapter 1: Academic	Review Chapter 1		
	Paragraphs			
	Writing Practice Final			
_	group review			
5	Chapter 2: Narrative	Writing 1 Draft		
	Paragraphs			
	Discussion			
6	Chapter 2: Narrative	Writing 1 Final		
	Paragraphs			

7	Writing 1 Final DUE	Review Chapter 2
•	- 10%	weview emapter 2
	Chapter 2: Narrative	
	Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
0	Paragraph Structure	W
9	Chapter 3: Basic Paragraph Structure	Writing 2 Final
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	
	Chapter 3: Basic	
	Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 9: Essay	
	Organization	
10	Discussion	W '4' . 0 E' 1
12	Chapter 9: Essay	Writing 3 Final
	Organization Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 9
10	- 10%	Prepare a short speech on "What I
	Chapter 9: Essay	learned in this course"
	Organization	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
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]

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-

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

Michael Cooper

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

Day/Period: 木 2/Thu.2

実務教員: 〇

[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, levelappropriate 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
- 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 Write down three SMART learning Orientation & 1 introductions goals for this course Course preview Study planning Writing Practice Draft 2 CEFR Self-Evaluation (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review Chapter 1: Academic Review Chapter 1 4

Paragraphs

Writing Practice Final group review

Chapter 2: Narrative 5 Paragraphs

Discussion Chapter 2: Narrative Writing 1 Final 6 Paragraphs

Writing 1 Draft pair review

Writing 1 Draft

Writing 1 Final DUE Review Chapter 2 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10%

Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic

7

8

9

feedback Course review / Study planning

Paragraph Structure Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review Writing 2 Final DUE 10 Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion 12 Chapter 9: Essay Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 Prepare a short speech on "What I 10% Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys Writing 3 Final 14

[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]

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 α 690-

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: 〇

[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 multiparty interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- $\bullet\,\,$ 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

Discussion 2 - 10%

Scneau	Ie】 授業形態: 対 囲/face to:	tace
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	D
6	Unit 3: Water; parts	Prepare a short speech on "Water"
_	a-b	**
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation
0	D	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
0	parts a-b	TT '4 4 '
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 – 10% Unit 6: Mysteries;	Review / Prepare Presentation 3
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Mysteries;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-

[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 $\it a$ 730+

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: 〇

[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 multiparty 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

Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
	a-b	
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 – 10%	Prepare and practice Presentation
		2
8	Presentation 2 – 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3	Prepare a short speech on "What I
10	continued – 10% Unit 6: Mysteries;	learned in this course"
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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+

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: 〇

[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 multiparty 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

Discussion 2 - 10%

【Schedule】授業形態:対面/face to face				
No.	Theme	Contents		
1	Orientation &	Write down three SMART learning		
	introductions	goals for this course		
	Course preview			
	Study planning			
2	CEFR self-evaluation	Prepare a short speech on "Culture		
	(Initial)	and Identity"		
	Unit 1: Culture and			
	Identity; parts a-b			
3	Unit 1: Culture and	Unit 1 review		
	Identity; parts c-e	Prepare & practice Presentation 1		
	Discussion			
4	Presentation 1 - 10%	Prepare a short speech on		
	Unit 2: Performing;	"Performing"		
	parts a-b			
5	Unit 2: Performing;	Unit 2 review		
	parts c-e			
_	Discussion			
6	Unit 3: Water; parts	Prepare a short speech on "Water"		
_	a-b			
7	Unit 3: Water; parts c-e	Unit 3 review		
	Discussion 1 - 10%	Prepare and practice Presentation		
	7	2		
8	Presentation 2 - 10%	Prepare a short speech on		
	Unit 4: Opportunities;	"Opportunities"		
	parts a-b	TT 11 4		
9	Unit 4: Opportunities;	Unit 4 review		
	parts c-e			

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Mysteries;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Mysteries;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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+

ERP CE3 (Tama): Writing & Discussion: Advanced

Sandor Gabor Dome

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

Day/Period: 月 3/Mon.3

実務教員: 〇

[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

Writing 1 Draft pair

review

【Schedule】授業形態:対面/face to face				
No.	Theme	Contents		
1	Orientation &	Write down three SMART learning		
	introductions	goals for this course		
	Course preview			
	Study planning			
2	CEFR Self-Evaluation	Writing Practice Draft		
	(Initial)			
	Chapter 1: Paragraph			
	Structure			
	Discussion			
3	Chapter 1: Paragraph	Writing Practice Final		
	Structure			
	Writing Practice Draft			
	pair review			
4	Chapter 1: Paragraph	Review Chapter 1		
	Structure			
	Writing Practice Final			
	group review			
5	Chapter 2: Unity and	Writing 1 Draft		
	Coherence			
	Discussion			
6	Chapter 2: Unity and	Writing 1 Final		
	Coherence			

7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Unit and Coherence	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Using Outside Sources	
	Discussion	
9	Chapter 3: Using	Writing 2 Final
0	Outside Sources	Witning 2 I mai
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	
	Chapter 3: Using	
	Outside Sources	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 4: From	
	Paragraph to Essay Discussion	
12	Chapter 4: From	Writing 3 Final
	Paragraph to Essay	Willing of mar
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 4
	- 10%	Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
14	surveys Writing 3 Final	
14	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+

ERP CE3 (Tama): Writing & Discussion: Advanced

Sandor Gabor Dome

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

Day/Period:金2/Fri.2

実務教員: 〇

[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]

review

なし/No

-1.1-1 極要形態, 基高度

【Schedule】授業形態:対面/face to face				
No.	Theme	Contents		
1	Orientation &	Write down three SMART learning		
	introductions	goals for this course		
	Course preview			
	Study planning			
2	CEFR Self-Evaluation	Writing Practice Draft		
	(Initial)			
	Chapter 1: Paragraph			
	Structure			
	Discussion			
3	Chapter 1: Paragraph	Writing Practice Final		
	Structure			
	Writing Practice Draft			
	pair review			
4	Chapter 1: Paragraph	Review Chapter 1		
	Structure			
	Writing Practice Final			
	group review			
5	Chapter 2: Unity and	Writing 1 Draft		
	Coherence			
	Discussion			
6	Chapter 2: Unity and	Writing 1 Final		
	Coherence			
	Writing 1 Draft pair			

7	Writing 1 Final DUE - 10%	Review Chapter 2
8	Chapter 2: Unit and Coherence Discussion 1 - 10% Writing 1 Final feedback Chapter 3: Using Outside Sources	Writing 2 Draft
9	Discussion Chapter 3: Using Outside Sources Writing 2 Draft pair	Writing 2 Final
10	review Writing 2 Final DUE - 10%	Review Chapter 3
11	Chapter 3: Using Outside Sources Discussion 2 - 10% Writing 2 Final feedback Chapter 4: From Paragraph to Essay	Writing 3 Draft
12	Discussion Chapter 4: From Paragraph to Essay Writing 3 Draft pair	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

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

[Textbooks]

Longman Academic Writing Series (Level 4); 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+

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: 〇

[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

Discussion Chapter 2: Unity and

Coherence Writing 1 Draft pair

review

Schedule	【SCHedule】 授耒形態・オンプイン/online				
No.	Theme	Contents			
1	Orientation &	Write down three SMART learning			
	introductions	goals for this course			
	Course preview				
	Study planning				
2	CEFR Self-Evaluation	Writing Practice Draft			
	(Initial)				
	Chapter 1: Paragraph				
	Structure				
	Discussion				
3	Chapter 1: Paragraph	Writing Practice Final			
	Structure				
	Writing Practice Draft				
	pair review				
4	Chapter 1: Paragraph	Review Chapter 1			
	Structure				
	Writing Practice Final				
	group review				
5	Chapter 2: Unity and	Writing 1 Draft			
	Coherence				

Writing 1 Final

7 Writing 1 Final DUE Review Chapter 2 10% Chapter 2: Unit and Coherence Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Using Outside Sources Discussion 9 Chapter 3: Using Writing 2 Final Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 4: From Paragraph to Essay Discussion 12 Chapter 4: From Writing 3 Final Paragraph to Essay Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 4 Prepare a short speech on "What I 10% Chapter 4: From learned in this course' Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys 14 Writing 3 Final

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

Course review / Study

feedback

planning

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]

 \bullet 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+

ERP CE1 (Tama): Oral Presentation & 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

parts c-e Discussion 3 - 10%

【Schedule】授業形態:対面/face to face

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	
	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
	parts a-b	
5	Unit 8: Appearance;	Unit 8 review
	parts c-e	
	Discussion	D 1 1 1
6	Unit 9: Entertainment;	Prepare a short speech on
-	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
	parts c-e	Prepare and practice Presentation
8	Discussion 1 – 10% Presentation 2 – 10%	2
8		Prepare a short speech on
	Unit 10: Learning;	"Learning"
9	parts a-b	Unit 10 review
9	Unit 10: Learning; parts c-e	Onit to review
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
10	parts a-b	"Tourism"
11	Unit 11: Tourism;	Unit 11 review
11	Cint II. Itulisiii,	CHILL IT LEATEM

Prepare and practice Presentation

Presentation 3 - 10% 12 Review / Prepare Presentation 3 Unit 12: The Earth: parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys

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

Course review / Study

planning

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]

14

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]

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 α 640-689

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
- $\bullet \;$ 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

parts c-e Discussion 3 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	
_	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	c-e	Prepare & practice Presentation 1
	Discussion	D 1 / 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
-	parts a-b	II '4 0 '
5	Unit 8: Appearance; parts c-e	Unit 8 review
	Discussion	
6	Unit 9: Entertainment;	Prepare a short speech on
U	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
	parts a-b	8
9	Unit 10: Learning;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
	parts a-b	"Tourism"
11	Unit 11: Tourism;	Unit 11 review

Presentation 3 - 10% 12 Review / Prepare Presentation 3 Unit 12: The Earth; parts a-h 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys 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 α 640-689

Prepare and practice Presentation

ERP CE1 (Tama): Writing & 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)]

[Fieldwork in class]

なし/No

[Schedule] 授業形態:対面/face to face No. Them Contents

Orientation & Write down three SMART learning introductions goals for this course
Course preview

Study planning
CEFR Self-Evaluation
(Initial)
Chapter 4: Describing

tion Prepare a discussion topic based on Chapter 4

with Space Order
3 Chapter 4: Describing

Writing 1 Draft

with Space Order
Discussion
Chapter 4: Describing

Writing 1 Final

with Space Order
Writing 1 Draft pair
review
Writing 1 Final DUE

Review Chapter 4

- 10%
Chapter 4: Describing with Space Order
Discussion 1 - 10%

Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples

6

Prepare a discussion topic based on Chapter 5

7 Chapter 5: Stating Writing 2 Draft Reasons and Using Examples Discussion Chapter 5: Stating 8 Writing 2 Final Reasons and Using Examples Writing 2 Draft pair review Writing 2 Final DUE 9 Review Chapter 5 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10% 10 Writing 2 Final Prepare a discussion topic based on feedback Chapter 6 Chapter 6: Expressing Your Opinion 11 Chapter 6: Expressing Writing 3 Draft Your Opinion Discussion 12 Chapter 6: Expressing Writing 3 Final Your Opinion Writing 3 Draft pair 13 Writing 3 Final DUE Review Chapter 6 Prepare a short speech on "What I 10% Chapter 6: Expressing learned in this course' Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys 14 Writing 3 Final feedback

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

Course review / Study

planning

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 $\,a\,$ 640-689

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
- $\bullet\,$ 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)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

Reasons and Using Examples

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 4
	Chapter 4: Describing	•
	with Space Order	
3	Chapter 4: Describing	Writing 1 Draft
	with Space Order	
	Discussion	
4	Chapter 4: Describing	Writing 1 Final
	with Space Order	
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 4
Ü	- 10%	neview chapter 1
	Chapter 4: Describing	
	with Space Order	
	Discussion 1 - 10%	
6	Writing 1 Final	Prepare a discussion topic based on
U	feedback	Chapter 5
	Chapter 5: Stating	Chapter o
	Chapter 5: Stating	

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	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-
		_

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

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

[Textbooks]

 Longman Academic Writing Series (Level 2); 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 α 640-689

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: 〇

[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
- $\bullet\;$ 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

10

[Schedule]	授業形態	:	オ	ン	ラ	イ	ン/online

Discussion 2 - 10%

-	で 1 技术が高・オンプイン/0	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Work"
	(Initial)	
	Unit 7: Work; parts a-b	
3	Unit 7: Work; parts c-e	Unit 7 review
	Discussion	Prepare & practice Presentation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Technology;	"Technology"
	parts a-b	
5	Unit 8: Technology;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Vacations;	Prepare a short speech on
	parts a-b	"Vacations"
7	Unit 9: Vacations;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Products;	"Products"
	parts a-b	
9	Unit 10: Products;	Unit 10 review
	parts c-e	

Unit 11: History; parts 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

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

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: 〇

[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
- $\bullet \;\;$ improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- $\bullet\,$ 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

10

【Schedule】授業形態:対面/face to face

【Schedule】授業形態:対面/face to face			
No.	Theme	Contents	
1	Orientation &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on "Work"	
	(Initial)		
	Unit 7: Work; parts a-b		
3	Unit 7: Work; parts c-e	Unit 7 review	
	Discussion	Prepare & practice Presentation 1	
4	Presentation 1 - 10%	Prepare a short speech on	
	Unit 8: Technology;	"Technology"	
	parts a-b		
5	Unit 8: Technology;	Unit 8 review	
	parts c-e		
	Discussion		
6	Unit 9: Vacations;	Prepare a short speech on	
	parts a-b	"Vacations"	
7	Unit 9: Vacations;	Unit 9 review	
	parts c-e	Prepare and practice Presentation	
	Discussion 1 - 10%	2	
8	Presentation 2 – 10%	Prepare a short speech on	
	Unit 10: Products;	"Products"	
	parts a-b		
9	Unit 10: Products;	Unit 10 review	
	parts c-e		
	Discussion 2 - 10%		

Unit 11: History; parts Prepare a short speech on "History"

11	Unit 11: History; parts	Unit 11 review
	с-е	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: Nature; parts	
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Nature; parts	
	с-е	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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 690-799

ERP CE2 (Tama): Writing & 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
- $\bullet~$ write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- $\bullet\,$ expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- $\bullet \;$ 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
	group review	
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs	
	Discussion	
6	Chapter 6: Definition	Writing 1 Final
	Paragraphs	
	Writing 1 Draft pair	
	review	

7	Writing 1 Final DUE - 10%	Review Chapter 6
8	Chapter 6: Definition Paragraphs Discussion 1 - 10%	Writing 2 Draft
o	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	writing 2 Drait
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 ® 1BT 52-60, TOEFL ® 1TP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-729

ERP CE2 (Tama): Writing & 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: 〇

[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
- $\bullet~$ 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
- $\bullet \;$ 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.)] なり / Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:オンライン/online

Paragraphs Writing 1 Draft pair

review

Theme Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 5: Process Paragraphs Discussion 3 Chapter 5: Process Writing Practice Final Paragraphs Writing Practice Draft pair review Chapter 5: Process Review Chapter 5 Paragraphs Writing Practice Final group review Chapter 6: Definition 5 Writing 1 Draft Paragraphs Discussion Chapter 6: Definition Writing 1 Final 6

7	Writing 1 Final DUE - 10%	Review Chapter 6
	Chapter 6: Definition Paragraphs Discussion 1 - 10%	
8	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs	Writing 2 Draft
9	Discussion Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair	Writing 2 Final
10	review Writing 2 Final DUE - 10%	Review Chapter 7
11	Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10% Writing 2 Final feedback Chapter 10: Opinion	Writing 3 Draft
12	Essays Discussion Chapter 10: Opinion Essays Writing 3 Draft pair	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays	Review Chapter 10 Prepare a short speech on "What I learned in this course"
	Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	
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 α 690-729

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 multiparty 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:オンライン/online

parts a-b

Schedul	e】授業形態:オンライン/o	nline
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	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	Prepare a short speech on "What I learned in this course"
	c-e CEFR self-evaluation (Final) / Student	
14	surveys Course review / Study	-

[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+

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: 〇

[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 multiparty 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
- \bullet confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- \bullet 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
1	introductions	goals for this course
		goals for this course
	Course preview	
0	Study planning	D 1 4 1 4T:
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
_	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 – 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
-	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	Prepare a short speech on
10	parts a-b	"Connections"
	par us a-u	Connections

Unit 11: Connections;	Unit 11 review
parts c-e	Prepare and practice Presentation
Discussion 3 -10%	3
Presentation 3 - 10%	Review / Prepare Presentation 3
Unit 12: Experts; parts	
a-b	
Presentation 3	Prepare a short speech on "What I
continued - 10%	learned in this course"
Unit 12: Experts; parts	
с-е	
CEFR self-evaluation	
(Final) / Student	
surveys	
Course review / Study	-
planning	
	parts c-e Discussion 3 -10% Presentation 3 - 10% Unit 12: Experts; parts a-b Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys Course review / Study

[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+

ERP CE3 (Tama): Writing & 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 $\slash\,$ 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
- $\bullet\,$ 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

5

6

【Schedule】授業形態:対面/face to face

Chapter 6: Cause /

Chapter 6: Cause /

Effect Essays Discussion

Effect Essays Writing 1 Draft pair

review

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 5: Process	
	Essays	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Essays	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Essays	
	Writing Practice Final	
	group review	

Writing 1 Draft

Writing 1 Final

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

W. .. . The Library

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

Course review / Study

planning

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]

 \bullet 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+

ERP CE3 (Tama): Writing & Discussion: Advanced

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

Theme No. Contents Orientation & Write down three SMART learning goals for this course introductions Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final Essays Writing Practice Draft

pair review Chapter 5: Process Review Chapter 5 Essays

Writing Practice Final group review

Writing 1 Draft

Chapter 6: Cause / 5 Effect Essays Discussion

6

Chapter 6: Cause / Effect Essays Writing 1 Draft pair review

Writing 1 Final

7 Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 Prepare a short speech on "What I 10% Chapter 8: learned in this course' Argumentative Essays

Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys

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+

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

Emma Frankel-Thorin

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

Day/Period:火2/Tue.2

実務教員: 〇

[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.)]

[Fieldwork in class]

なし/No

[Schedule] 授業形能: 対面/face to face

【Schedule】授業形態:対面/face to face		
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
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	-

[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]

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 $\hat{\mathbb{B}}$ iBT 45-51, TOEFL \mathbb{B} ITP 450-469, TOEIC \mathbb{B} 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test α 640-689

ERP CE1 (Koganei): Writing & Discussion: Intermediate Ì

Joe Trujillo

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

Day/Period:金4/Fri.4

実務教員: 〇

[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 \cdots second \cdots " 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. 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.)]

[Fieldwork in class]

なし/No

4

5

6

【Schedule】授業形態:オンライン/online

110.	THEME	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing	

Discussion Chapter 1: Describing 3 Writing 1 Draft

People Discussion

People

Chapter 1: Describing Writing 1 Final

People Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 1

10% Chapter 1: Describing People

Discussion 1 - 10% Writing 1 Final

feedback Chapter 2 Chapter 2:

Listing-Order Paragraphs

Prepare a discussion topic based on

Chapter 2: Listing-Order Paragraphs Discussion

7

8

9

10

11

12

13

Writing 2 Final

Writing 2 Draft

Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair

review Writing 2 Final DUE Review Chapter 2

10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10%

Writing 2 Final Prepare a discussion topic based on feedback Chapter 3

Chapter 3: Giving Instructions

Chapter 3: Giving Writing 3 Draft

Instructions Discussion Chapter 3: Giving Instructions

Writing 3 Final

Writing 3 Draft pair Writing 3 Final DUE 10%

Review Chapter 3 Prepare a short speech on "What I Chapter 3: Giving learned in this course' Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student

surveys 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.

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 α 640-689

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

Ryan Olimer

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

Day/Period: 月 2/Mon.2

実務教員: 〇

[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
- 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 &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Lifestyle"
	Unit 1: Lifestyle; parts	
_	a-b	
3	Unit 1: Lifestyle; parts	Unit 1 review
	c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 – 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
-	parts a-b	II '' 9 '
5	Unit 2: Competitions;	Unit 2 review
	parts c-e Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
O	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
Ü	Unit 4: Challenges;	"Challenges"
	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 – 10%	
10	Unit 5: The	Prepare a short speech on "The
	Environment; parts a-b	Environment"

11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life; parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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]

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

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

Bridget Kim

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

Day/Period: 木 4/Thu.4

実務教員: 〇

[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, levelappropriate 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
- 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

3

6

【Schedule】授業形態:オンライン/online

No. Theme Contents Orientation & Write down three SMART learning 1 introductions goals for this course Course preview Study planning 2 CEFR Self-Evaluation Writing Practice Draft (Initial)

Chapter 1: Academic Paragraphs

Discussion Writing Practice Final

Chapter 1: Academic Paragraphs Writing Practice Draft

pair review Review Chapter 1

Chapter 1: Academic 4 Paragraphs Writing Practice Final group review

Writing 1 Draft

Chapter 2: Narrative 5 Paragraphs Discussion

Writing 1 Final

Chapter 2: Narrative Paragraphs Writing 1 Draft pair review

•	- 10%	neview Chapter 2
	Chapter 2: Narrative	
	Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
	Paragraph Structure	
9	Chapter 3: Basic	Writing 2 Final
	Paragraph Structure	<u> </u>
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE - 10%	Review Chapter 3
	Chapter 3: Basic	
	Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 9: Essay	
	Organization	
	Discussion	
12	Chapter 9: Essay	Writing 3 Final
	Organization	
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 9
	- 10%	Prepare a short speech on "What I
	Chapter 9: Essay	learned in this course"
	Organization	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

Review Chapter 2

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

planning

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]

7

Writing 1 Final DUE

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]

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-

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

Andrew Finegan

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

Day/Period:火4/Tue.4

実務教員:〇

[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 multiparty 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

Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
	a-b	
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation
		2
8	Presentation 2 – 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 – 10% Unit 6: Mysteries;	Review / Prepare Presentation 3
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Mysteries;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study planning	-
	1 0	

[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+

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

Bridget Kim

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

Day/Period:木 2/Thu.2

実務教員:〇

[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 multiparty interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- $\bullet\,$ 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.)] $\mathfrak{F}(\mathcal{Y})$ / Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

Discussion 2 - 10%

【Schedule】授業形態:対面/face to face		
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Culture
	(Initial)	and Identity"
	Unit 1: Culture and	
	Identity; parts a-b	
3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
	parts a-b	
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
	a-b	
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation
		2
8	Presentation 2 – 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	

10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being;	Unit 5 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3	Prepare a short speech on "What I
10	continued - 10% Unit 6: Mysteries;	learned in this course"
	parts c-e CEFR self-evaluation	
	(Final) / Student	
1.4	surveys	
14	Course review / Study	-

[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+

Review Chapter 2

LANe100LD

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

Glenn Torrens

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

Day/Period: 月 4/Mon.4

実務教員: 〇

[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

4

【Schedule】授業形態:オンライン/online

No. Theme Contents Write down three SMART learning Orientation & 1 introductions goals for this course Course preview Study planning Writing Practice Draft 2 CEFR Self-Evaluation (Initial)

Chapter 1: Paragraph Structure Discussion

3 Chapter 1: Paragraph Structure

Writing Practice Final

Writing Practice Draft pair review Chapter 1: Paragraph

Review Chapter 1

Structure Writing Practice Final group review

Chapter 2: Unity and 5 Coherence

Writing 1 Draft

Discussion Chapter 2: Unity and 6 Coherence

Writing 1 Final

Writing 1 Draft pair review

8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Using Outside Sources Discussion 9 Chapter 3: Using Writing 2 Final Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 11 Writing 2 Final Writing 3 Draft feedback Chapter 4: From Paragraph to Essay Discussion 12 Chapter 4: From Writing 3 Final Paragraph to Essay Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 4 Prepare a short speech on "What I 10% Chapter 4: From learned in this course' Paragraph to Essay Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys

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

Writing 3 Final

Course review / Study

feedback

planning

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]

14

7

Writing 1 Final DUE

Chapter 2: Unit and

Discussion 1 - 10%

10%

Coherence

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+

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: 〇

[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
- \bullet 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

Writing 1 Draft pair

review

Loculeda	ie】 汉来//> iic】 · A) 画/lace to	lace
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph	
	Structure	
	Discussion	
3	Chapter 1: Paragraph	Writing Practice Final
	Structure	
	Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph	Review Chapter 1
	Structure	
	Writing Practice Final	
	group review	
5	Chapter 2: Unity and	Writing 1 Draft
	Coherence	
	Discussion	
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	

7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Unit and Coherence	
0	Discussion 1 - 10%	W. W. A.D. C
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 3: Using	
	Outside Sources	
	Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources	
	Writing 2 Draft pair review	
10	Writing 2 Final DUE	Review Chapter 3
10	- 10%	neview enapter o
	Chapter 3: Using	
	Outside Sources	
	Discussion 2 - 10%	**************************************
11	Writing 2 Final feedback	Writing 3 Draft
	Chapter 4: From	
	Paragraph to Essay	
	Discussion	
12	Chapter 4: From	Writing 3 Final
	Paragraph to Essay	
	Writing 3 Draft pair	
13	review Writing 3 Final DUE	Review Chapter 4
10	- 10%	Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
14	surveys Writing 3 Final	_
	feedback	
	Course review / Study	
	planning	

1 D: LDIID

[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+

ERP CE1 (Koganei): Oral Presentation & 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
- $\bullet\,$ 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

parts c-e Discussion 3 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	
	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
	parts a-b	
5	Unit 8: Appearance;	Unit 8 review
	parts c-e	
_	Discussion	
6	Unit 9: Entertainment;	Prepare a short speech on
_	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
	parts c-e	Prepare and practice Presentation
0	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
0	parts a-b	Unit 10 review
9	Unit 10: Learning;	Unit 10 review
	parts c-e Discussion 2 - 10%	
10		D
10	Unit 11: Tourism;	Prepare a short speech on "Tourism"
11	parts a-b	Unit 11 review
11	Unit 11: Tourism;	Omit 11 review

12 Presentation 3 – 10% Review / Prepare Presentation 3
Unit 12: The Earth;
parts a-b

13 Presentation 3 Prepare a short speech on "What I continued – 10% learned in this course"
Unit 12: The Earth;

Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys

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 ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test α 640-689

Prepare and practice Presentation

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 &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
	Study planning		

2 CEFR Self-Evaluation Prepare a discussion topic based on (Initial) Chapter 4 Chapter 4: Describing

with Space Order Chapter 4: Describing 3

Writing 1 Draft with Space Order

Discussion Chapter 4: Describing with Space Order Writing 1 Draft pair review

Writing 1 Final

Writing 1 Final DUE 5 10%

Review Chapter 4

Chapter 4: Describing with Space Order Discussion 1 - 10% Writing 1 Final 6 feedback

Prepare a discussion topic based on

Chapter 5: Stating Reasons and Using Examples

Chapter 5

7 Chapter 5: Stating Writing 2 Draft Reasons and Using Examples Discussion Chapter 5: Stating Writing 2 Final 8 Reasons and Using Examples Writing 2 Draft pair review Writing 2 Final DUE 9 Review Chapter 5 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10% 10 Writing 2 Final Prepare a discussion topic based on feedback Chapter 6 Chapter 6: Expressing Your Opinion 11 Chapter 6: Expressing Writing 3 Draft Your Opinion Discussion 12 Chapter 6: Expressing Writing 3 Final Your Opinion Writing 3 Draft pair 13 Writing 3 Final DUE Review Chapter 6 Prepare a short speech on "What I 10% Chapter 6: Expressing learned in this course' Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys 14 Writing 3 Final feedback Course review / Study

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

planning

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]

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

ERP CE2 (Koganei): Oral Presentation & 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: 〇

[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

10

【Schedule】授業形態:対面/face to face

-	le】 技未形態·利曲/face to	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Work"
	(Initial)	
	Unit 7: Work; parts a-b	
3	Unit 7: Work; parts c-e	Unit 7 review
	Discussion	Prepare & practice Presentation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Technology;	"Technology"
	parts a-b	
5	Unit 8: Technology;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Vacations;	Prepare a short speech on
	parts a-b	"Vacations"
7	Unit 9: Vacations;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Products;	"Products"
	parts a-b	
9	Unit 10: Products;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	

Unit 11: History; parts 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 690-799

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: 〇

[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:

- $\bullet\,$ compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- $\bullet~$ 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
- $\bullet\,$ build understanding of the difference between spoken and written English
- $\bullet \;$ 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

Paragraphs Writing 1 Draft pair

review

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	_
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
	group review	
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs	
	Discussion	
6	Chapter 6: Definition	Writing 1 Final

7	Writing 1 Final DUE - 10%	Review Chapter 6
	Chapter 6: Definition Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 7: Cause / Effect Paragraphs	
0	Discussion	W. W. O. D. I
9	Chapter 7: Cause / Effect Paragraphs	Writing 2 Final
	Writing 2 Draft pair review	
10	Writing 2 Final DUE	Review Chapter 7
	- 10%	
	Chapter 7: Cause / Effect Paragraphs	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
11	feedback	Witning o Dian
	Chapter 10: Opinion	
	Essays	
	Discussion	
12	Chapter 10: Opinion Essays	Writing 3 Final
	Writing 3 Draft pair review	
13	Writing 3 Final DUE	Review Chapter 10
	- 10%	Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays	
	Discussion 3 – 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final feedback	-
	Course review / Study	
	Course review / Study	

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

planning

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 ® 1BT 52-60, TOEFL ® 1TP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-729

ERP CE3 (Koganei): Oral Presentation & 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: 〇

[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 multiparty 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:オンライン/online

parts a-b

Schedul	e】授業形態:オンライン/o	nline
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	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	Prepare a short speech on "What I learned in this course"
	c-e CEFR self-evaluation (Final) / Student	
14	surveys Course review / Study	-

[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+

ERP CE3 (Koganei): Oral Presentation & 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: 〇

[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 multiparty 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
- \bullet 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.)] なり / Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

parts a-b

Schedul	e】授業形態:対面/face to f	face
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on "Travel"
	Unit 8: Travel; parts	
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping; parts	Prepare a short speech on
	a-b	"Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 – 10%	Prepare a short speech on "No
	Unit 10: No limits;	limits"
	parts a-b	
9	Unit 10: No limits;	Unit 10 review
	parts c-e	
	Discussion 2 -10%	
10	Unit 11: Connections;	Prepare a short speech on

"Connections"

11	Unit 11: Connections;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 -10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: Experts; parts	
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Experts; parts	
	c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
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+

ERP CE3 (Koganei): Writing & 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

Theme No. Contents Orientation & Write down three SMART learning goals for this course introductions Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final

Writing Practice Draft

Essays

pair review

Chapter 5: Process Review Chapter 5

Essays Writing Practice Final group review

Chapter 6: Cause / Writing 1 Draft

5 Effect Essays Discussion

6

Chapter 6: Cause /

Effect Essays Writing 1 Draft pair review

Writing 1 Final

Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Cause / Effect Essays

Discussion 1 - 10% Writing 1 Final

7

8

9

11

12

13

Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Chapter 7: Comparison Writing 2 Final / Contrast Essays

Writing 2 Draft pair review

10 Writing 2 Final DUE Review Chapter 7 10%

Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%

Writing 2 Final Writing 3 Draft

feedback Chapter 8:

Argumentative Essays Discussion

Chapter 8: Writing 3 Final

Argumentative Essays Writing 3 Draft pair review

Writing 3 Final DUE Review Chapter 8

Prepare a short speech on "What I 10% Chapter 8: learned in this course' Argumentative Essays

Discussion 3 - 10% **CEFR Self-Evaluation** (Final) / Student surveys

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+

ERP CE3 (Koganei): Writing & 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: 〇

[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
- $\bullet\,$ 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
- $\bullet\,$ 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
- \bullet 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

Theme No. Contents Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final Essays Writing Practice Draft pair review

Chapter 5: Process Review Chapter 5
Essays

Writing Practice Final group review

Chapter 6: Cause / Writing 1 Draft

Effect Essays Discussion

5

6 Chapter 6: Cause / Writing 1 Final

Effect Essays Writing 1 Draft pair review - 10%
Chapter 6: Cause /
Effect Essays
Discussion 1 - 10%

Writing 1 Final Writing 2 Draft feedback
Chapter 7: Comparison / Contrast Essays
Discussion

Chapter 7: Comparison Writing 2 Final

Review Chapter 6

Writing 1 Final DUE

7

12

13

Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review

10 Writing 2 Final DUE Review Chapter 7
- 10%
Chapter 7: Comparison

Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%

11 Writing 2 Final Writing 3 Draft feedback Chapter 8:

Argumentative Essays
Discussion
Chapter 8:
Argumentative Essays

Chapter 8: Writing 3 Final Argumentative Essays

Writing 3 Draft pair review Writing 3 Final DUE

Writing 3 Final DUE Review Chapter 8
- 10% Prepare a short speech on "What I

learned in this course'

Chapter 8: Argumentative Essays Discussion 3 – 10% CEFR Self-Evaluation (Final) / Student

surveys
Writing 3 Final
feedback
Course review / Study

planning

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

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

[Textbooks]

● Longman Academic Writing Series (Level 4); 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+

Prepare a Debate on Article 6

Practice Final Presentation

LANe100LD

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

Credit(s):1 | Semester:スプリングセッション/Spring Ses-

sion | Year: 1~4

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

実務教員:〇

[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
- $\bullet \quad \text{work together with other students in simple collaborative projects} \\$
- 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face No. Theme Cont

1 Orientation Write 250 words about Article 1
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 Share Writing and

2 Share Writing and
Discuss, Listening
Skills: Note Taking,
Listen and Discuss
Article 2: The Story of
Chilli, Presentation
Skills: Structure

3

Short Speeches and Discussion, Reading Skills: Summarizing, Reading Skills: Read and Discuss Article 3:

> Mission to Mars, Debate Skills: ORE

Prepare a 3-minute Speech on

Article 2

Prepare for a Debate on Article 3

Debate and Feedback,
Listening Skills:
Listening for Details,
Listen and Discuss
Article 4: Fantastic
Festivals, Writing
Skills: Linking Ideas
Share Writing and
Discuss. Reading
Write 250 Words About Article 4

Prepare a 3-minute Speech on
Article 5

Share Writing and Discuss, Reading Article 5
Skills: Building
Vocabulary, Read and
Discuss Article 5: Mood

Discuss Article 5: Mood Music, Presentation Skills: Language Short Speeches and Discussion, Listening Skills: Listening for Facts and Opinions, Listen and Discuss.

Skills: Strong Reasons

4

5

6

7

Skills: Listening for
Facts and Opinions,
Listen and Discuss
Article 6: Edge of
Extinction, Debate

Evaluated Debate and Feedback, Reading & Listening Test, Presentation Skill: Delivery, Final Presentation Preparation

Freparation

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 ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test α 640-689

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

Credit(s): 1 | Semester:スプリングセッション/Spring Ses-

sion | Year: 1~4

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

実務教員:〇

[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
- $\bullet \quad \text{work together with other students in simple collaborative projects} \\$
- 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
- $\bullet\,$ 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.)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face No. Theme Con

Orientation Write 250 words about Article 1
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

2 Share Writing and Discuss, Listening Skills: Note Taking, Listen and Discuss Artiala 2: The Story of

Listen and Discuss Article 2: The Story of Chilli, Presentation Skills: Structure

3 Short Speeches and
Discussion, Reading
Skills: Summarizing,
Reading Skills: Read
and Discuss Article 3:
Mission to Mars,
Debate Skills: ORE

Prepare a 3-minute Speech on Article 2

Prepare for a Debate on Article 3

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

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

Evaluation (Final)

Review and Wrap-up

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 ${\it \$}$ iBT 52+, TOEFL ${\it \$}$ ITP 470+, TOEIC ${\it \$}$ 550+, IELTS 5.5+

