2024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

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

Matt McCabe

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

4

Day/Period:月2/Mon.2

その他属性:〈実〉

[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
- $\bullet\,$ 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.)] b / Yes

[Fieldwork in class]

なし/No

(Schedule)	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"People"
	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]

(Others)

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[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): Oral Presentation & Discussion: Intermediate I

Matt McCabe

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

4

Day/Period: 月4/Mon.4

その他属性:〈実〉

[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.)】 あり / Yes

【Fieldwork in class】なし/No

[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"People"
	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]

(Others)

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[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): Oral Presentation & Discussion: Intermediate I

Samuel Harper

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

4

Day/Period:木2/Thu.2 その他属性:〈実〉

[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.)] あり / Yes

[Fieldwork in class]

なし/No

[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"People"
	Unit 1: People; parts	1
	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"
	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]

(Others)

Sam 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® 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

Sandor Dome

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

Day/Period: 火2/Tue.2 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. 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

[Scriedule]	汉未形思·利田/face to face			
No.	Theme	Contents		
1	Orientation &	Write down three SMART		
	introductions	learning goals for this course		
	Course preview			
	Study planning			
2	CEFR Self-Evaluation	Prepare a discussion topic based		
	(Initial)	on Chapter 1		
	Chapter 1: Describing			
	People			
	Discussion			
3	Chapter 1: Describing	Writing 1 Draft		
	People			
	Discussion			
4	Chapter 1: Describing	Writing 1 Final		

Writing 1 Draft pair

【Schedule】授業形能: 対面/face to face

review Review Chapter 1

5 Writing 1 Final DUE

10%

Chapter 1: Describing

People Discussion 1 - 10%

6 Writing 1 Final feedback

Prepare a discussion topic based on 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 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 feedback on Chapter 3 Chapter 3: Giving Instructions

Prepare a short speech on "What I

learned in this course'

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

Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 3

10% 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.

13

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]

Gabor 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 current job, 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 CE1 (Ichigaya): Writing & Discussion: Intermediate I

Steven Braunbach

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

4

Day/Period: 金2/Fri.2 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- \bullet 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
- $\bullet \hspace{0.4cm}$ 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.)】 またい (Vos

[Fieldwork in class]

なし/No

3

6

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

Contents

People

【Schedule】授業形態:対面/face to face

Theme

Discussion Chapter 1: Describing Writing 1 Draft

People Discussion

Chapter 1: Describing Writing 1 Final

People Writing 1 Draft pair review

5 Writing 1 Final DUE Review Chapter 1

- 10% Chapter 1: Describing People

Discussion 1 - 10%

Writing 1 Final Prepare a dis feedback on Chapter 2

Chapter 2: Listing-Order Paragraphs Prepare a discussion topic based

7 Chapter 2: Writing 2 Draft
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

Writing 2 Final DUE Review Chapter 2
- 10%
Chapter 2:
Listing-Order
Paragraphs

Discussion 2 - 10%

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

Chapter 3: Giving

Instructions
11 Chapter 3: Giving Writing 3 Draft
Instructions
Discussion

Chapter 3: Giving Writing 3 Final Instructions Writing 3 Draft pair review

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

Instructions
Discussion 3 - 10%
CEFR Self-Evaluation

surveys
Writing 3 Final
feedback
Course review / Study
planning

(Final) / Student

[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]

12

13

■ 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 America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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 a 640-689

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

Samuel Harper

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

Day/Period: 金4/Fri.4 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- $\stackrel{\smile}{\operatorname{confidently}} \text{ express opinions supported by simple reasoning}$
- 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 Orientation & Write down three SMART introductions learning goals for this course Course preview Study planning $\mathbf{2}$ **CEFR Self-Evaluation** Prepare a discussion topic based (Initial) on Chapter 1 Chapter 1: Describing People Discussion Chapter 1: Describing Writing 1 Draft 3 People Discussion Chapter 1: Describing Writing 1 Final People Writing 1 Draft pair

review 5 Writing 1 Final DUE

Review Chapter 1

10% Chapter 1: Describing

6

People

Discussion 1 - 10% Writing 1 Final feedback

Prepare a discussion topic based on Chapter 2

Chapter 2: Listing-Order

Paragraphs

Chapter 2: Listing-Order 7 Writing 2 Draft 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 feedback on Chapter 3 Chapter 3: Giving Instructions Chapter 3: Giving 11 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 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]

Sam 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

Stephen O' Leary

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

4

Day/Period:月4/Mon.4

その他属性:〈実〉

[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
- 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
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Unit 4: Challenges;

parts a-b Unit 4: Challenges;

parts c-e Discussion 2 - 10%

9

No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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;	Unit 1 review
	parts c-e	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:	Prepare a short speech on
	Transportation; parts	"Transportation"
	a-b	
7	Unit 3:	Unit 3 review
	Transportation; parts	Prepare and practice Presentation
	с-е	2
	Discussion 1 - 10%	
8	Presentation 2 – 10%	Prepare a short speech on
		"CI II "

"Challenges"

Unit 4 review

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

[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]

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

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

Samuel Harper

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

Day/Period: 火2/Tue.2

その他属性:〈実〉

[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
- 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

4

5

6

8

(Schedule)	授業形態:対面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions Course preview Study planning	learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Lifestyle;	Prepare a short speech on "Lifestyle"

parts a-b 3 Unit 1: Lifestyle; Unit 1 review

Prepare & practice Presentation 1 parts c-e . Discussion

Presentation 1 - 10% Prepare a short speech on "Competitions"

Unit 2: Competitions; parts a-b

Unit 2: Competitions; Unit 2 review

parts c-e Discussion

Unit 3: Prepare a short speech on

Transportation; parts "Transportation" a-b

Unit 3: 7 Transportation; parts

Prepare and practice Presentation

Discussion 1 - 10%

Presentation 2 - 10% Prepare a short speech on

Unit 3 review

Unit 4: Challenges; parts a-b

"Challenges'

Unit 4: Challenges; 9 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 3
	Discussion 3 – 10%	
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

[Others]

Sam 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 α 690-

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

Thomas Rapsey

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

Day/Period:金5/Fri.5 その他属性:〈実〉

[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
- 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:オンライン/online Theme Contents No.

Write down three SMART Orientation & introductions learning goals for this course Course preview Study planning CEFR self-evaluation 2 Prepare a short speech on "Lifestyle" (Initial) Unit 1: Lifestyle; parts a-b 3 Unit 1: Lifestyle; Unit 1 review Prepare & practice Presentation 1 parts c-e . Discussion Presentation 1 - 10% Prepare a short speech on 4 Unit 2: Competitions; "Competitions" parts a-b Unit 2: Competitions; 5 Unit 2 review

parts c-e Discussion

8

9

6 Unit 3: Prepare a short speech on

Transportation; parts "Transportation" a-b

Unit 3: 7 Transportation; parts

Prepare and practice Presentation

Discussion 1 - 10%

Prepare a short speech on

Presentation 2 - 10% Unit 4: Challenges; parts a-b

"Challenges'

Unit 3 review

Unit 4: Challenges; parts c-e Discussion 2 - 10% Unit 4 review

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

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

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

[Others]

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

[Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-

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

Sandor Dome

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

Day/Period: 木2/Thu.2 その他属性:〈実〉

[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

4

5

6

【Schedule】授業形態:対面/face to face Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft

(Initial) Chapter 1: Academic Paragraphs

Discussion Chapter 1: Academic Writing Practice Final 3

Paragraphs

Writing Practice Draft

pair review

Chapter 1: Academic Review Chapter 1

Paragraphs

Writing Practice Final

group review

Chapter 2: Narrative

Writing 1 Draft

Paragraphs Discussion

Chapter 2: Narrative Writing 1 Final

Paragraphs Writing 1 Draft pair

review

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 9 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 3 Draft 11 Writing 2 Final feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 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 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]

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]

Gabor 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 current job, 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

Steven Braunbach

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

Day/Period: 木4/Thu.4

その他属性:〈実〉

[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

4

6

【Schedule】授業形態:対面/face to face Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft

(Initial) Chapter 1: Academic Paragraphs

Discussion

Paragraphs

Chapter 1: Academic Writing Practice Final 3

> Writing Practice Draft pair review

Chapter 1: Academic Review Chapter 1

Paragraphs Writing Practice Final

group review Writing 1 Draft

5 Chapter 2: Narrative Paragraphs Discussion

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% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair

Writing 2 Final DUE 10 Review Chapter 3 10%

Chapter 3: Basic Paragraph Structure Discussion 2 - 10%

review

Writing 3 Draft Writing 2 Final feedback

Chapter 9: Essay Organization Discussion Chapter 9: Essay Organization

Writing 3 Draft pair review Writing 3 Final DUE

Review Chapter 9 10% Prepare a short speech on "What I Chapter 9: Essay learned in this course"

Writing 3 Final

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]

7

11

12

13

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]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

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

Steven Braunbach

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

4

Day/Period: 金3/Fri.3 その他属性:〈実〉

[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
- $\bullet\,$ expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles
 engage proactively in and facilitate discussions on a wide range of
- topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing
- 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

5

【Schedule】 授業形態:対面/face to face
No. Theme Contents
1 Orientation & Write dow

Orientation & Write down three SMART introductions learning 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 I

Writing Practice Draft

pair review

Chapter 1: Academic Review Chapter 1

Paragraphs

Writing Practice Final

group review

Chapter 2: Narrative Writing 1 Draft

Paragraphs Discussion

6 Chapter 2: Narrative Writing 1 Final

Paragraphs

Writing 1 Draft pair

review

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 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review Writing 2 Final DUE Review Chapter 3 10 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 3 Draft 11 Writing 2 Final feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 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 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]

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)

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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 690-790

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

Stephen O' Leary

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

4

Day/Period:月2/Mon.2

その他属性:〈実〉

[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
- \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.)]

あり / Yes 【Fieldwork なし / No

[Fieldwork in class]

【Schedule】授業形態:対面/face to face

Discussion 2 - 10%

	1文未/p/a: A) 面/lace to l	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	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;	Prepare a short speech on
	parts a-b	"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

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[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~

4

Day/Period: 金3/Fri.3 その他属性:〈実〉

[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
- \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.)]

あり/Yes

[Fieldwork in class]

なし/No

8

[Schedule]	授業形態:対面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	Unit 3 review

Discussion 1 - 10%

parts a-b

parts c-e Discussion 2 - 10%

Presentation 2 - 10%

Unit 4: Opportunities;

Unit 4: Opportunities; Unit 4 review

Prepare and practice Presentation

Prepare a short speech on

"Opportunities"

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	-
	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)

Sam 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): Oral Presentation & Discussion :Advanced I

Steven Braunbach

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

4

Day/Period:木3/Thu.3 その他属性:〈実〉

[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
- \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.)]

あり/Yes

[Fieldwork in class]

なし/No 【Schodulo】 授業形態:対面/foce to foce

8

[Schedule]	授耒形態:对則/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	Unit 3 review
	с-е	Prepare and practice Presentation

Prepare a short speech on

"Opportunities"

Discussion 1 - 10%

parts a-b

parts c-e Discussion 2 - 10%

Presentation 2 - 10%

Unit 4: Opportunities;

Unit 4: Opportunities; Unit 4 review

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
19	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 America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

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

TOEFL ® 1BT 61+, TOEFL ® 1TP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test $\,a\,$ 730+

[Outline (in English)]

し/No

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

Sandor Dome

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

4

Day/Period:火5/Tue.5 その他属性:〈実〉

[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]	chedule】授業形態:オンライン/online		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on	
	(Initial)	"Culture 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	Unit 3 review	
	с-е	Prepare and practice Presentation	
	Discussion 1 – 10%	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]

Gabor 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 current job, 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 (Ichigaya): Oral Presentation & Discussion :Advanced I

Steven Braunbach

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

4

Day/Period: 金4/Fri.4 その他属性:〈実〉

[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
- \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.)]

あり/Yes

[Fieldwork in class]

なし / No

【Schedule】授業	形態:対面/face to face
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Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	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 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	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	-

[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 America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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

Matt McCabe

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

4

Day/Period:月3/Mon.3

その他属性:〈実〉

[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

3

4

5

【Schedule】 授業形態:対面/face to face
No. Theme Contents
1 Orientation & Write dox

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft

(Initial) Chapter 1: Paragraph

Structure
Discussion

Chapter 1: Paragraph Writing Practice Final

Structure

Writing Practice Draft

pair review

Chapter 1: Paragraph Review Chapter 1

Structure

Writing Practice Final

group review

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

6 Chapter 2: Unity and Writing 1 Final

Coherence

Writing 1 Draft pair

review

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 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 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]

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[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

Stephen O' Leary

 $\operatorname{Credit}(s)$: 1 | Semester : 春学期授業/Spring | Year : 1~

4

Day/Period: 月5/Mon.5

その他属性:〈実〉

[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:

- $\bullet\,$ 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

3

5

【Schedule】授業形態:オンライン/online No. Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft

(Initial) Chapter 1: Paragraph

Structure

Discussion

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

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

6 Chapter 2: Unity and Writing 1 Final

Coherence

Writing 1 Draft pair

review

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

[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.

[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]

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[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

Joe Trujillo

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

Day/Period: 木5/Thu.5

その他属性:〈実〉

[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

5

【Schedule】授業形態:オンライン/online Theme Contents Orientation & Write down three SMART introductions

learning goals for this course Course preview

Study planning

2 CEFR Self-Evaluation Writing Practice Draft (Initial)

Chapter 1: Paragraph Structure

Discussion Chapter 1: Paragraph Writing Practice Final

3

Structure Writing Practice Draft

pair review

Chapter 1: Paragraph Review Chapter 1 4

Structure

Writing Practice Final

group review

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

6 Chapter 2: Unity and Writing 1 Final

Coherence

Writing 1 Draft pair

review

7	Writing 1 Final DUE	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	Writing 2 Final
	Outside Sources Writing 2 Draft pair review	
10	Writing 2 Final DUE	Review Chapter 3
	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 Paragraph to Essay Writing 3 Draft pair	Writing 3 Final
13	review Writing 3 Final DUE	Review Chapter 4
	- 10% Chapter 4: From	Prepare a short speech on "What I learned in this course"
	Paragraph to Essay 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 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]

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 (Ichigaya): Writing & Discussion: Advanced I

Samuel Harper

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

4

Day/Period: 金2/Fri.2 その他属性:〈実〉

[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:

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

6

[Schedule]	授業形態:対面/face to fa	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	

Chapter 2: Unity and Writing 1 Final

Discussion

Coherence Writing 1 Draft pair

review

7	Writing 1 Final DUE	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	Writing 3 Draft
	feedback Chapter 4: From Paragraph to Essay Discussion	Triang o Zitato
12	Chapter 4: From Paragraph to Essay Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 4 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study	-

[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 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]

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

Joe Trujillo

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period: 木5/Thu.5

その他属性:〈実〉

[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
- $\bullet \;\;$ 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

10

[Schedule]	授業形態	:	オン	ライ	ン/online	

Discussion 2 - 10%

Unit 11: Tourism;

parts a-b

[Conodaio]	12 A A A A A A A A A A A A A A A A A A A		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning 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;	Unit 7 review	
	parts 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:	Prepare a short speech on	
	Entertainment; parts	"Entertainment"	
	a-b		
7	Unit 9:	Unit 9 review	
	Entertainment; parts	Prepare and practice Presentation	
	с-е	2	
	Discussion 1 - 10%		
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		

Prepare a short speech on

"Tourism'

11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
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

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, IEITS 5.0 or EIKEN® CSE2.0 2200+ or English Placement Test a 640-689

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

Steven Braunbach

Credit(s): 1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period: 金4/Fri.4 その他属性:〈実〉

[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
- $\bullet\;$ 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

10

Unit 11: Tourism;

parts a-b

[Schedule]	【Schedule】授業形態:対面/face to face		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning 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;	Unit 7 review	
	parts 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:	Prepare a short speech on	
	Entertainment; parts	"Entertainment"	
_	a-b		
7	Unit 9:	Unit 9 review	
	Entertainment; parts	Prepare and practice Presentation	
	c-e	2	
0	Discussion 1 - 10%	B 1 4 1	
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		

Prepare a short speech on

"Tourism'

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

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

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Others

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

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

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

Matt McCabe

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 月4/Mon.4

その他属性:〈実〉

[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:

- \bullet 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)]

Lectures, Discussions, Paper Writings

feedback

Chapter 5: Stating Reasons and Using Examples

[Active learning in class (Group discussion, Debate.etc.)] \not \not \not / 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
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based
	(Initial)	on 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 Chapter 5

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

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

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

[Textbooks]

• Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources,

3rd Edition, Pearson (ISBN: 978-0136769996)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

N/A

[Others]

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[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 発行日: 2024/5/1

(Outline (in English))

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.

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

Sandor Dome

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 木3/Thu.3

その他属性:〈実〉

[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:

- \bullet 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. 0 , =		
[Schedule]	授業形態:対面/face to fa	ace Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based
	(Initial)	on Chapter 4
	Chapter 4: Describing	
	with Space Order	
3	*	W 1 D 6
3	Chapter 4: Describing	writing I Drait
	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
	feedback	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 review	Writing 2 Final
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

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

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

[Textbooks]

 Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources,

3rd Edition, Pearson (ISBN: 978-0136769996)

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Others

Gabor 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 current job, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[Prerequisites]

English proficiency requirement:

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

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

Matt McCabe

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

その他属性:〈実〉

[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
- 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

[Scriedule]	投来形態·列面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
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 Q. Vacations:	Unit 9 rossioss

Unit 9: Vacations;

Discussion 1 - 10%

Prepare and practice Presentation

Presentation 2 - 10% 8 Unit 10: Products;

Prepare a short speech on "Products"

parts a-b Unit 10: Products;

9

parts c-e Discussion 2 - 10% Unit 10 review

10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History;	Unit 11 review
	parts 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	
	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.

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]

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[Prerequisites]

English proficiency requirement:

 $\begin{tabular}{ll} TOEFL @ iBT 52-60, \^TOEFL @ iTP 470-499, TOEIC @ 550-624, IELTS \\ \end{tabular}$ 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-729

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

Sandor Dome

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period:火5/Tue.5

その他属性:〈実〉

[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
- 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/or	nline
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	Unit 7 review
	c-e	Prepare & practice Presentation 1
	Discussion	
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:

8

9

Prepare a short speech on

parts a-b 7 Unit 9: Vacations; parts c-e

Unit 9 review Prepare and practice Presentation

Discussion 1 - 10% Presentation 2 - 10%

Prepare a short speech on

Unit 10: Products; parts a-b Unit 10: Products; "Products" Unit 10 review

"Vacations"

parts c-e Discussion 2 - 10%

10	Unit 11: History;	Prepare a short speech on
	parts a-b	"History"
11	Unit 11: History;	Unit 11 review
	parts 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	
	с-е	
	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.

14

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]

Gabor 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 current job, 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:

 $\mathbf{TOEFL} \circledast \; \mathbf{iBT} \; \mathbf{52\text{-}60}, \\ \mathbf{\hat{TOEFL}} \circledast \; \mathbf{ITP} \; \mathbf{470\text{-}499}, \\ \mathbf{TOEIC} \circledast \; \mathbf{550\text{-}624}, \\ \mathbf{IELTS}$ 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test α 690-729

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

Sandor Dome

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period: 木4/Thu.4

その他属性:〈実〉

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- $\bullet~$ 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.)] $\ensuremath{\mathfrak{F}}$ // Yes

[Fieldwork in class]

なし/No

3

4

5

【Schedule】授業形態:対面/face to face

No. Theme Contents

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

2 CEFR Self-Evaluation Writing Practice Draft

2 CEFR Self-Evaluation Writing Practice Draf (Initial)

Chapter 5: Process
Paragraphs
Discussion

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

n Writing 1 Draft

Paragraphs
Discussion
Chapter 6: Definition

Writing 1 Final

Paragraphs Writing 1 Draft pair

review

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

Gabor 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 current job, 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 (Ichigaya): Writing & Discussion: Higher-Intermediate II

Steven Braunbach

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

その他属性:〈実〉

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written
- $\bullet~$ 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
- $\bullet\,$ 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.)] なり / Yes

[Fieldwork in class]

なし/No

3

4

5

6

【Schedule】授業形態:対面/face to face

No. Theme Contents

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

Study planning

CEFER Soft Fire Production Writing Practice Practice

2 CEFR Self-Evaluation Writing Practice Draft (Initial)

Chapter 5: Process Paragraphs Discussion Chapter 5: Process

Writing Practice Final

Paragraphs Writing Practice Draft pair review Chapter 5: Process

Review Chapter 5

Paragraphs Writing Practice Final group review

on Writing 1 Draft

Chapter 6: Definition
Paragraphs
Discussion

Writing 1 Final

Chapter 6: Definition Paragraphs Writing 1 Draft pair

review

7 Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Definition Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Cause / Effect Paragraphs Discussion Chapter 7: Cause / 9 Writing 2 Final Effect Paragraphs 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 feedback Chapter 10: Opinion Essays Discussion 12 Chapter 10: Opinion Writing 3 Final Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 10 Prepare a short speech on "What I 10% 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

[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

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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 (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

その他属性:〈実〉

[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 $\hat{\text{common}}$ 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)]

Check the schedule

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

[Fieldwork in class]

なし/No

【Schedule】授業形能・オンライン/online

[Schedule]	技耒形態・オノフイン/ 01	nine
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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
	Unit 8: Travel; parts	"Travel"
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping;	Prepare a short speech on
	parts a-b	"Shopping"
7	Unit 9: Shopping;	Unit 9 review
	parts c-e	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
	parts a-b	"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	Prepare a short speech on "What I learned in this course"
	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]

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 & 1BT 61+, TOEFL & 1TP 500+, TOEIC & 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

[Outline (in English)]

See the Outline and objectives

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

Sandor Dome

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:火4/Tue.4

その他属性:〈実〉

[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)]

Check the schedule

[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

	技术形态·对面/face to f	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	1 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Travel; parts	"Travel"
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping;	Prepare a short speech on
	parts a-b	"Shopping"
7	Unit 9: Shopping;	Unit 9 review
	parts c-e	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
	parts a-b	"Connections"

11	Unit 11: Connections; parts c-e	Unit 11 review Prepare and practice Presentation
	Discussion 3 -10%	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	-

[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]

N/A

(Others)

Gabor 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 current job, 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+

[Outline (in English)]

See the Outline and objectives

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

Sandor Dome

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period:木2/Thu.2

その他属性:〈実〉

[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:

- ullet 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:対面/face to face

[Scriedule]	仅未形忠·对国/lace to la	
No.	Theme	Contents
	Orientation &	Write down three SMART
	introductions	learning 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
	Unit 8: Travel; parts	"Travel"
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping;	Prepare a short speech on
	parts a-b	"Shopping"
7	Unit 9: Shopping;	Unit 9 review
	parts c-e	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
	parts a-b	"Connections"

	TT 11 44 0 11	** 1. 44
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;	1
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Experts;	Tour neu in time course
	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 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]

N/A

(Others)

Gabor 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 current job, 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:

<code>TOEFL</code> ® <code>iBT</code> 61+, <code>TOEFL</code> ® <code>ITP</code> 500+, <code>TOEIC</code> ® 625+, <code>IELTS</code> 6.0+ or <code>EIKEN</code> ® <code>CSE2.0</code> 2400+ or <code>English</code> Placement Test $\,a\,$ 730+

[Outline (in English)]

See the Outline and objectives

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

Samuel Harper

Credit(s):1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period: 火2/Tue.2

その他属性:〈実〉

[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
- 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 introductions learning goals for this course Course preview Study planning

CEFR Self-Evaluation Writing Practice Draft 2

(Initial) Chapter 5: Process Essays Discussion

3 Chapter 5: Process Writing Practice Final Essavs

Writing Practice Draft pair review

Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final group review

Chapter 6: Cause / Effect Essays Writing 1 Draft 5

Discussion

Chapter 6: Cause / 6 Writing 1 Final Effect Essays

Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 6 10%

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

7

8

9

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Writing 2 Final Chapter 7:

Comparison / Contrast Essays Writing 2 Draft pair review

Writing 2 Final DUE 10 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

Writing 3 Final DUE Review Chapter 8 13

10% Prepare a short speech on "What I 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.

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]

Sam 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 II

Thomas Rapsey

Credit(s):1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period:金5/Fri.5

その他属性:〈実〉

[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
- 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

【Schedule】授業形態:オンライン/online No. Theme Contents

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

Course preview Study planning

CEFR Self-Evaluation Writing Practice Draft 2

(Initial) Chapter 5: Process Essays Discussion

3 Chapter 5: Process Writing Practice Final

Essavs

Writing Practice Draft

pair review

Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final

group review Chapter 6: Cause / Effect Essays

Writing 1 Draft

Discussion

review

6 Chapter 6: Cause /

Effect Essays Writing 1 Draft pair Writing 1 Final

Writing 1 Final DUE Review Chapter 6 10%

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

7

8

9

13

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Writing 2 Final Chapter 7:

Comparison / Contrast Essays Writing 2 Draft pair

review

Writing 2 Final DUE 10 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 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 (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.

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)

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

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or

EIKEN® CSE2.0 2400+ or English Placement Test a 730+

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

Steven Braunbach

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 金3/Fri.3

その他属性:〈実〉

[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
- 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

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

CEFR Self-Evaluation Writing Practice Draft 2 (Initial)

Chapter 5: Process Essays Discussion

3 Chapter 5: Process Writing Practice Final Essavs

Writing Practice Draft pair review

Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final

group review

Chapter 6: Cause / Effect Essays Discussion

Chapter 6: Cause / Writing 1 Final

Effect Essays Writing 1 Draft pair review

Writing 1 Draft

Discussion 9 Writing 2 Final Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review Writing 2 Final DUE 10 Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays

Writing 1 Final DUE

10% Chapter 6: Cause /

feedback Chapter 7: Comparison /

Effect Essays

Writing 1 Final

Contrast Essays

Discussion 1 - 10%

Review Chapter 6

Writing 2 Draft

7

8

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 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 (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.

13

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]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

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

Sandor Dome

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

4

Day/Period:月2/Mon.2

その他属性:〈実〉

[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
- $\bullet\,$ 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
- $\bullet \quad work \ together \ with \ other \ students \ in \ simple \ collaborative \ projects$

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

(Others)

Gabor 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 current job, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[Prerequisites]

English proficiency requirement:

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

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

Sandor Dome

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

4

Day/Period: 金2/Fri.2 その他属性:〈実〉

[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
- $\bullet \ \ work\ together\ with\ other\ students\ in\ simple\ collaborative\ projects$

[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

(F) 11 1 1 1 1

【Fieldwork in class】なし/No

0.07210			
(Schedule)	【Schedule】授業形態:対面/face to face		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on	
	(Initial)	"People"	
	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	
	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]

(Others)

Gabor 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 current job, he had been working with university students, helping them with their studies and language exam preparation, also taking part in exchange programs and international workshops. Gabor aims to create an inspiring environment where learners can find comfort and achieve their goals.

[Prerequisites]

English proficiency requirement:

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

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

Matt Fuller

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

Day/Period: 火2/Tue.2 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. 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】授業形態:対面/face to face

No. Theme Contents Orientation & Write down three SMART introductions learning goals for this course Course preview Study planning $\mathbf{2}$ **CEFR Self-Evaluation** Prepare a discussion topic based (Initial) on Chapter 1 Chapter 1: Describing People Discussion Chapter 1: Describing Writing 1 Draft 3 People Discussion Chapter 1: Describing Writing 1 Final People Writing 1 Draft pair

review 5 Writing 1 Final DUE

10%

Chapter 1: Describing

People

Discussion 1 - 10% 6 Writing 1 Final

Prepare a discussion topic based feedback on Chapter 2

Review Chapter 1

Chapter 2: Listing-Order Paragraphs

Chapter 2: Listing-Order 7 Writing 2 Draft 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 feedback on Chapter 3 Chapter 3: Giving Instructions Chapter 3: Giving 11 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

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

Course review / Study

surveys

feedback

planning

Writing 3 Final

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.

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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]

Matt Fuller is from the World Heritage City of Bath, England. He joined publisher in 2008 as a Corporate Consultant and specializes in English Speaking Proficiency courses. Mr. Fuller is a qualified Standard Speaking Test Rater. Whilst at publisher, he has worked in an International Trading Company since 2008, where he led creative English-speaking classes, presentations and business meeting courses from beginner to advanced levels. From 2017 to 2021, he worked in a university in Tokyo as an Academic Advisor for both professors and students. He has a Certificate in English Language Teaching to Adults (CELTA) as well as a TESOL Certificate.

[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

Jason Burnett

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

Day/Period: 木2/Thu.2 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- compose complex, multi-clause English sentences and become familiar with standard conjunctions
- write coherent, logical English extended paragraphs on a range of topics (300 words in length)
- build general vocabulary related to the reading, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- engage in and lead simple discussions on a range of topics
- manage common written communication tasks (e.g. 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

【Schedule】授業形態:対面/face to face

[Fieldwork in class]

なし/No

5

6

INO.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based
	(Initial)	on Chapter 1
	Chapter 1: Describing	
	People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People	
	Discussion	
4	Chapter 1: Describing	Writing 1 Final

Contents

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: Listing-Order Paragraphs Writing 2 Draft pair	Writing 2 Final
9	review Writing 2 Final DUE - 10% Chapter 2: Listing-Order Paragraphs	Review Chapter 2
10	Discussion 2 - 10% Writing 2 Final feedback Chapter 3: Giving Instructions	Prepare a discussion topic based on Chapter 3
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 3 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.

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]

Jason Burnett was originally from England eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding 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 I

Andrew Finegan

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

Day/Period: 月4/Mon.4

その他属性:〈実〉

[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
- 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

7

9

【Schedule】授業形態:オンライン/online Theme Contents No.

Write down three SMART Orientation & introductions learning goals for this course Course preview Study planning CEFR self-evaluation 2 Prepare a short speech on "Lifestyle" (Initial) Unit 1: Lifestyle;

parts a-b 3 Unit 1: Lifestyle; Unit 1 review

Prepare & practice Presentation 1 parts c-e

. Discussion

Presentation 1 - 10% Prepare a short speech on 4

Unit 2: Competitions; "Competitions" parts a-b

Unit 2: Competitions; 5 Unit 2 review

parts c-e Discussion

6 Unit 3: Prepare a short speech on

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

Unit 3 review Transportation; parts Prepare and practice Presentation

Discussion 1 - 10%

Presentation 2 - 10% Prepare a short speech on 8

Unit 4: Challenges; "Challenges' parts a-b

Unit 4: Challenges; Unit 4 review

parts c-e

Discussion 2 - 10%

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

[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]

[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:

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

Matt McCabe

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

Day/Period: 火2/Tue.2

その他属性:〈実〉

[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
- 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

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

a-b Unit 3: 7

Unit 3 review

Transportation; parts

Prepare and practice Presentation

Discussion 1 - 10% Presentation 2 - 10% Unit 4: Challenges;

Prepare a short speech on "Challenges'

parts a-b Unit 4: Challenges; 9

8

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	Prepare and practice Presentation
	с-е	3
	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	-
	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]

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[Prerequisites]

English proficiency requirement:

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

Sandor Dome

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

4

Day/Period: 金3/Fri.3 その他属性:〈実〉

[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
- 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

8

9

(Schedule)	授業形態	:	対面/face	to face

Presentation 2 - 10%

Unit 4: Challenges;

parts a-b Unit 4: Challenges;

parts c-e Discussion 2 - 10%

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No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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;	Unit 1 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	1 1
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:	Prepare a short speech on
	Transportation; parts	"Transportation"
	a-b	•
7	Unit 3:	Unit 3 review
	Transportation; parts	Prepare and practice Presentation
	с-е	2
	Discussion 1 - 10%	

Prepare a short speech on

"Challenges'

Unit 4 review

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

[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]

Gabor 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 current job, 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]

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

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

Sandor Dome

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

Day/Period: 月3/Mon.3

その他属性:〈実〉

[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

4

5

6

【Schedule】授業形態:対面/face to face Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft

(Initial) Chapter 1: Academic Paragraphs Discussion

Chapter 1: Academic Writing Practice Final 3

Paragraphs

Writing Practice Draft

pair review

Chapter 1: Academic Review Chapter 1

Paragraphs Writing Practice Final

group review Chapter 2: Narrative Writing 1 Draft

Paragraphs Discussion

Chapter 2: Narrative Writing 1 Final

Paragraphs Writing 1 Draft pair

review

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

Review Chapter 2

Review Chapter 9

learned in this course"

Prepare a short speech on "What I

Writing 1 Final DUE

10%

Paragraph Structure Writing 2 Draft pair review

7

11

12

13

14

Writing 2 Final DUE 10 Review Chapter 3 10%

> Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final

Writing 3 Draft feedback

Chapter 9: Essay Organization Discussion Chapter 9: Essay Organization Writing 3 Draft pair

Writing 3 Final

review Writing 3 Final DUE 10% Chapter 9: Essay Organization 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 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]

Gabor 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 current job, 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:

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

Matt McCabe

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

Day/Period: 火3/Tue.3 その他属性:〈実〉

[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

5

6

(Schedule)	授業形態:対面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	

Writing 1 Draft

Writing 1 Final

Chapter 2: Narrative

Paragraphs Discussion Chapter 2: Narrative

Paragraphs Writing 1 Draft pair

review

7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Narrative	
	Paragraphs	
0	Discussion 1 - 10%	HI III O.D. G
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 3: Basic	
_	Paragraph Structure	
9	Chapter 3: Basic	Writing 2 Final
	Paragraph Structure	
	Writing 2 Draft pair	
10	review Writing 2 Final DUE	Review Chapter 3
10	- 10%	Review Chapter 5
	Chapter 3: Basic	
	Paragraph Structure	
	Discussion 2 - 10%	III ''' O.D. G
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 9: Essay Organization	
	Discussion	
12	Chapter 9: Essay	Writing 3 Final
	Organization	William of I man
	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	
1.4	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 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]

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[Prerequisites]

English proficiency requirement:

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

Joe Trujillo

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

Day/Period: 木2/Thu.2 その他属性:〈実〉

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

4 Chapter 1: Academic Review Chapter 1 Paragraphs

Writing Practice Final group review

5 Chapter 2: Narrative Paragraphs

Discussion

Chapter 2: Narrative Paragraphs Writing 1 Draft pair review

Writing 1 Draft

Writing 1 Final

10% 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 Writing 2 Draft pair review Writing 2 Final DUE 10 Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 3 Draft 11 Writing 2 Final feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE Review Chapter 9 13 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 Writing 3 Final 14

Review Chapter 2

[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]

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]

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:

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

Steven Braunbach

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

Day/Period: 月2/Mon.2

その他属性:〈実〉

[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?]

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

[Fieldwork in class]

なし/No

【Schedule】授業形	態:対面/face to face
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Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	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 Discussion 3 – 10%	Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

[Others]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature. he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement: TOEFL & 1BT 61+, TOEFL & 1TP 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

Matt Fuller

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

4

Day/Period:火3/Tue.3 その他属性:〈実〉

[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

	e】授業形態:対面/face to face		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on	
	(Initial)	"Culture 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	Unit 3 review	
	с-е	Prepare and practice Presentation	
	Discussion 1 - 10%	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	-

[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)

Matt Fuller is from the World Heritage City of Bath, England. He joined publisher in 2008 as a Corporate Consultant and specializes in English Speaking Proficiency courses. Mr. Fuller is a qualified Standard Speaking Test Rater. Whilst at publisher, he has worked in an International Trading Company since 2008, where he led creative English-speaking classes, presentations and business meeting courses from beginner to advanced levels. From 2017 to 2021, he worked in a university in Tokyo as an Academic Advisor for both professors and students. He has a Certificate in English Language Teaching to Adults (CELTA) as well as a TESOL Certificate.

[Prerequisites]

English proficiency requirement:

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

Jason Burnett

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

Day/Period: 木3/Thu.3 その他属性:〈実〉

[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?]

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

[Fieldwork in class] なし/No

parts c-e

Discussion 2 - 10%

3 C/110			
[Schedule]	授業形態:対面/face to face		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning goals for this course	
	Course preview		
	Study planning		
2	CEFR self-evaluation	Prepare a short speech on	
	(Initial)	"Culture 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	Unit 3 review	
	с-е	Prepare and practice Presentation	
	Discussion 1 - 10%	2	
8	Presentation 2 - 10%	Prepare a short speech on	
	Unit 4: Opportunities;	"Opportunities"	
	parts a-b		
9	Unit 4: Opportunities;	Unit 4 review	

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

[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]

Jason Burnett was originally from England eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or

ERP CE3 (Tama): Writing & Discussion: Advanced

Steven Braunbach

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

Day/Period: 月3/Mon.3

その他属性:〈実〉

[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

3

5

【Schedule】授業形態:対面/face to face Theme Contents Orientation &

Write down three SMART introductions learning goals for this course

Course preview Study planning

2 (Initial)

CEFR Self-Evaluation Writing Practice Draft

Chapter 1: Paragraph

Structure Discussion

Chapter 1: Paragraph Writing Practice Final

Structure

Writing Practice Draft

pair review

Chapter 1: Paragraph Review Chapter 1

Structure

Writing Practice Final

group review

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

Chapter 2: Unity and 6 Writing 1 Final

Coherence

Writing 1 Draft pair

review

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 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 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 America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

ERP CE3 (Tama): Writing & Discussion: Advanced

Takao Kasumi

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

Day/Period: 金2/Fri.2 その他属性:〈実〉

[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

3

6

【Schedule】授業形態:対面/face to face Theme Contents Orientation & Write down three SMART introductions learning goals for this course Course preview Study planning 2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 1: Paragraph

Structure Discussion

Chapter 1: Paragraph Writing Practice Final

Structure Writing Practice Draft

pair review Chapter 1: Paragraph Review Chapter 1

Structure Writing Practice Final

group review Chapter 2: Unity and Writing 1 Draft

5 Coherence

Discussion

Chapter 2: Unity and Writing 1 Final

Coherence Writing 1 Draft pair

review

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

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

Course review / Study

Writing 3 Final

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]

Takao "Tak" Kasumi is a U.S. licensed Attorney who has been teaching English business communication skills, including presentations, negotiations and meeting facilitation, for over nine years. He was raised and educated in the United States and has a background in finance as well as law. He is certified to teach English to Japanese students and is fluent in Japanese as he passed the highest level JLPT examination ten years ago. His goal is to help internationalize Japan by personally assisting business people communicate more effectively in international settings. His experience, passion and dedication to teaching is effective in assisting employees succeed globally.

[Prerequisites]

English proficiency requirement:

ERP CE3 (Tama): Writing & Discussion: Advanced

Sandor Dome

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

Day/Period: 金4/Fri.4

[Outline and objectives]

その他属性:〈実〉

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

5

【Schedule】授業形態:オンライン/online Theme Contents Orientation &

Write down three SMART introductions learning 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

Chapter 1: Paragraph Review Chapter 1

Structure

Writing Practice Final

group review

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

Chapter 2: Unity and 6 Writing 1 Final

Coherence

Writing 1 Draft pair

review

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

[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 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]

Gabor 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 current job, 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:

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

Matt Fuller

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:火3/Tue.3

その他属性:〈実〉

[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 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
- $\bullet \;$ 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
- $\bullet \ \ work\ together\ with\ other\ students\ in\ simple\ collaborative\ projects$

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

[Method(s)]

Lectures, Discussions, Presentations

parts c-e Discussion 2 - 10%

parts a-b

Unit 11: Tourism;

10

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

あり/Yes

[Fieldwork in class]

なし/No

なし/INO		
[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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;	Unit 7 review
	parts 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:	Prepare a short speech on
	Entertainment; parts	"Entertainment"
	a-b	
7	Unit 9:	Unit 9 review
	Entertainment; parts	Prepare and practice Presentation
	с-е	2
	Discussion 1 - 10%	
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
	parts a-b	
9	Unit 10: Learning;	Unit 10 review

Prepare a short speech on

"Tourism'

11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
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]

N/A

[Others]

Matt Fuller is from the World Heritage City of Bath, England. He joined publisher in 2008 as a Corporate Consultant and specializes in English Speaking Proficiency courses. Mr. Fuller is a qualified Standard Speaking Test Rater. Whilst at publisher, he has worked in an International Trading Company since 2008, where he led creative English-speaking classes, presentations and business meeting courses from beginner to advanced levels. From 2017 to 2021, he worked in a university in Tokyo as an Academic Advisor for both professors and students. He has a Certificate in English Language Teaching to Adults (CELTA) as well as a TESOL Certificate.

[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

[Outline (in English)]

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.

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

Jason Burnett

Credit(s):1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period:木2/Thu.2

その他属性:〈実〉

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

IF: 11

[Fieldwork in class]

なし/No

0. 0		
[Schedule]	授業形態:対面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	1 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance;	"Appearance"
	parts a-b	TT
5	Unit 8: Appearance;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9:	Prepare a short speech on
Ü	Entertainment; parts	"Entertainment"
	a-b	
7	Unit 9:	Unit 9 review
•	Entertainment; parts	Prepare and practice Presentation
	с-е	2
	Discussion 1 - 10%	-
8	Presentation 2 - 10%	Prepare a short speech on
0	11000110011011 2 1070	repare a short speech on

"Learning"

"Tourism'

Unit 10 review

Prepare a short speech on

Unit 10: Learning;

parts a-b Unit 10: Learning;

parts c-e Discussion 2 - 10% Unit 11: Tourism;

parts a-b

10

11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
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

Jason Burnett was originally from England eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

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

Sandor Dome

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 月2/Mon.2

その他属性:〈実〉

[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.)] あり/Yes

[Fieldwork in class]

Examples

なし/No

4 C / 110		
[Schedule]	授業形態:対面/face to fa	ace Contents
	Orientation &	Write down three SMART
1		
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based
	(Initial)	on Chapter 4
	Chapter 4: Describing	
	with Space Order	
3	Chapter 4: Describing	Writing 1 Draft
	with Space Order	<u> </u>
	Discussion	
4	Chapter 4: Describing	Writing 1 Final
	with Space Order	
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 4
o .	- 10%	neview chapter 4
	Chapter 4: Describing	
	with Space Order	
	Discussion 1 - 10%	
c.		D 1: : 1
6	Writing 1 Final	Prepare a discussion topic based
	feedback	on Chapter 5
	Chapter 5: Stating	
	Reasons and Using	

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	-

[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]

Gabor 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 current job, 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

Steven Braunbach

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

その他属性:〈実〉

[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
- 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

Unit 10: Products;

Unit 10: Products;

Discussion 2 - 10%

parts a-b

parts c-e

9

No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Work"
	(Initial)	<u> </u>
	Unit 7: Work; parts	
	a-h	
3	Unit 7: Work; parts	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
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
-		r

"Products"

Unit 10 review

10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10% Unit 12: Nature; parts	Review / Prepare Presentation 3
13	a-b Presentation 3	Propaga a short speech on "What I
19	continued - 10%	Prepare a short speech on "What I 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.

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]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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-

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

Sandor Dome

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

その他属性:〈実〉

[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
- $\bullet\,$ 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

9

【Schedule】授業形態:対面/face to face

Unit 10: Products; parts a-b

Unit 10: Products;

Discussion 2 - 10%

parts c-e

[Concadio]	及水水底、水 园/Idee to Idee	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
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

"Products"

Unit 10 review

10	Unit 11: History;	Prepare a short speech on
	parts a-b	"History"
		•
11	Unit 11: History;	Unit 11 review
	parts 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"
		rearried in time 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.

Teythooks)

• 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]

Gabor 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 current job, 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:

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

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

Matt Fuller

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 火2/Tue.2

その他属性:〈実〉

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written
- 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)]

Lectures, Discussions, Paper Writings

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

[Fieldwork in class]

なし/No

3

4

5

6

【Schedule】授業形態:対面/face to face

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

CEFR Self-Evaluation Writing Practice Draft 2 (Initial)

Chapter 5: Process Paragraphs Discussion 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 Writing 1 Draft

Paragraphs Discussion

Chapter 6: Definition

Paragraphs Writing 1 Draft pair review

Writing 1 Final

7 Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Definition Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Cause / Effect Paragraphs Discussion Chapter 7: Cause / 9 Writing 2 Final Effect Paragraphs 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 feedback Chapter 10: Opinion Essays Discussion

12 Chapter 10: Opinion Writing 3 Final Essays Writing 3 Draft pair

review

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

learned in this course'

Chapter 10: Opinion 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 (paragraphs and essays). They will also be asked to set goals and develop study plans as part of their self-study.

[Textbooks]

13

● 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]

N/A

[Others]

Matt Fuller is from the World Heritage City of Bath, England. He joined publisher in 2008 as a Corporate Consultant and specializes in English Speaking Proficiency courses. Mr. Fuller is a qualified Standard Speaking Test Rater. Whilst at publisher, he has worked in an International Trading Company since 2008, where he led creative English-speaking classes, presentations and business meeting courses from beginner to advanced levels. From 2017 to 2021, he worked in a university in Tokyo as an Academic Advisor for both professors and students. He has a Certificate in English Language Teaching to Adults (CELTA) as well as a TESOL Certificate.

[Prerequisites]

English proficiency requirement:

ERP 発行日: 2024/5/1

(Outline (in English))

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.

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

その他属性:〈実〉

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written
- 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.)]

[Fieldwork in class]

なし/No

3

5

6

【Schedule】授業形態:オンライン/online

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

CEFR Self-Evaluation Writing Practice Draft 2 (Initial)

Chapter 5: Process Paragraphs Discussion Chapter 5: Process

Writing Practice Final

Paragraphs Writing Practice Draft pair review

Review Chapter 5

Chapter 5: Process 4 Paragraphs Writing Practice Final group review

Chapter 6: Definition Writing 1 Draft

Paragraphs Discussion

Chapter 6: Definition

Paragraphs Writing 1 Draft pair review

Writing 1 Final

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

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

Course review / Study

Writing 3 Final

feedback

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]

14

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]

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.

English proficiency requirement:

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

Matt McCabe

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:火4/Tue.4

その他属性:〈実〉

[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)]

Lectures, Discussions, Presentations

[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

[Scriedule]	技来形態・オンプイン/omme			
No.	Theme	Contents		
1	Orientation &	Write down three SMART		
	introductions	learning 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		
	Unit 8: Travel; parts	"Travel"		
	a-b			
5	Unit 8: Travel; parts	Unit 8 review		
	с-е			
	Discussion			
6	Unit 9: Shopping;	Prepare a short speech on		
	parts a-b	"Shopping"		
7	Unit 9: Shopping;	Unit 9 review		
	parts c-e	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		
	parts a-b	"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	Prepare a short speech on "What I learned in this course"
14	surveys 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 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]

N/A

(Others)

Matt McCabe is originally from England, but he moved to Japan in 2010 where he has worked as an English Instructor. Matt has experience teaching a range of age groups and levels to Japanese students and in his lessons, he always aims to provide practical and engaging English instruction to his students. As Matt is fluent in both Japanese and German, he is able to understand the difficulty his students may have in learning a second language and be able to advise them accordingly to help them improve.

[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+

[Outline (in English)]

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.

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

Jason Burnett

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period: 木3/Thu.3

その他属性:〈実〉

[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:対面/face to face

[Schedule]	技業形態・対画/face to face			
No.	Theme	Contents		
1	Orientation &	Write down three SMART		
	introductions	learning 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		
	Unit 8: Travel; parts	"Travel"		
	a-b			
5	Unit 8: Travel; parts	Unit 8 review		
	с-е			
	Discussion			
6	Unit 9: Shopping;	Prepare a short speech on		
	parts a-b	"Shopping"		
7	Unit 9: Shopping;	Unit 9 review		
	parts c-e	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		
	parts a-b	"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	-
	nlanning	

[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

Jason Burnett was originally from England eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

Takao Kasumi

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:金2/Fri.2

その他属性:〈実〉

[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:

- ullet 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
- $\bullet\,$ 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)]

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

	ixx///点、//i 画/face to face			
No.	Theme	Contents		
1	Orientation &	Write down three SMART		
	introductions	learning 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		
	Unit 8: Travel; parts	"Travel"		
	a-b			
5	Unit 8: Travel; parts	Unit 8 review		
	с-е			
	Discussion			
6	Unit 9: Shopping;	Prepare a short speech on		
-	parts a-b	"Shopping"		
7	Unit 9: Shopping;	Unit 9 review		
•	parts c-e	Prepare and practice Presentation		
	Discussion 1 - 10%	2		
8	Presentation 2 - 10%	Prepare a short speech on "No		
O	Unit 10: No limits;	limits"		
	parts a-b	mints		
9	Unit 10: No limits;	Unit 10 review		
9	parts c-e	Offit 10 feview		
	Discussion 2 -10%			
10		Duanana a about anaash an		
10	Unit 11: Connections;	Prepare a short speech on		
	parts a-b	"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

Takao "Tak" Kasumi is a U.S. licensed Attorney who has been teaching English business communication skills, including presentations, negotiations and meeting facilitation, for over nine years. He was raised and educated in the United States and has a background in finance as well as law. He is certified to teach English to Japanese students and is fluent in Japanese as he passed the highest level JLPT examination ten years ago. His goal is to help internationalize Japan by personally assisting business people communicate more effectively in international settings. His experience, passion and dedication to teaching is effective in assisting employees succeed globally.

[Prerequisites]

English proficiency requirement:

ERP CE3 (Tama): Writing & Discussion: Advanced

Steven Braunbach

Credit(s):1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period: 月3/Mon.3

その他属性:〈実〉

[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
- 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

【Schedule】授業形態:対面/face to face

Theme Contents No. Orientation & Write down three SMART introductions learning 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

Essavs Writing Practice Draft

pair review Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final

group review Chapter 6: Cause / Writing 1 Draft

Effect Essays Discussion

review

Chapter 6: Cause / 6

Effect Essays Writing 1 Draft pair Writing 1 Final

Writing 1 Final DUE Review Chapter 6 10%

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

7

8

9

11

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Writing 2 Final Chapter 7:

Comparison / Contrast Essays Writing 2 Draft pair

review Writing 2 Final DUE 10 Review Chapter 7

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

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

Writing 3 Final DUE Review Chapter 8 13

10% Prepare a short speech on "What I 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.

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]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

ERP CE3 (Tama): Writing & Discussion: Advanced

Sandor Dome

Credit(s):1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period: 金3/Fri.3 その他属性:〈実〉

[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
- 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

【Schedule】授業形態:対面/face to face

Theme Contents No. Write down three SMART Orientation & introductions learning 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

Essavs Writing Practice Draft

pair review Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final

group review Chapter 6: Cause /

Writing 1 Draft

Effect Essays Discussion

review

6 Chapter 6: Cause / Writing 1 Final

Effect Essays Writing 1 Draft pair

Writing 1 Final DUE Review Chapter 6 10%

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

7

8

9

11

13

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Writing 2 Final Chapter 7:

Comparison / Contrast Essays Writing 2 Draft pair review

Writing 2 Final DUE 10 Review Chapter 7

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

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

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 (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.

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]

Gabor 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 current job, 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:

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

Steven Braunbach

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

4

Day/Period:火2/Tue.2 その他属性:〈実〉

[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
- $\bullet\,$ 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]

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(Schedule)	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"People"
	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	-

[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)

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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 (Koganei): Writing & Discussion: Intermediate I

Stephen O' Leary

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

4

Day/Period: 金2/Fri.2 その他属性:〈実〉

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

[Goal]

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

- $\bullet\,$ 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
- $\bullet \hspace{0.4cm}$ 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.)] $\mathfrak{F}(\mathfrak{h})$ / Yes

[Fieldwork in class]

なし/No

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

Discussion
3 Chapter 1: Describing Writing 1 Draft
People

【Schedule】授業形態:対面/face to face

Discussion

4 Chapter 1: Describing Writing 1 Final

People Writing 1 Draft pair review

5 Writing 1 Final DUE Review Chapter 1

- 10% Chapter 1: Describing

People Discussion 1 - 10%

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

Chapter 2: Listing-Order Paragraphs

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

[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]

● 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]

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[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 I

Ron Reid

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

4

Day/Period: 月2/Mon.2

その他属性:〈実〉

[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
- 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

8

9

S 0 / 110		
[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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;	Unit 1 review
	parts c-e	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:	Prepare a short speech on
	Transportation; parts	"Transportation"
	a-b	
7	Unit 3:	Unit 3 review

Prepare and practice Presentation

Prepare a short speech on

"Challenges'

Unit 4 review

Transportation; parts

Discussion 1 - 10% Presentation 2 - 10%

Unit 4: Challenges;

parts a-b Unit 4: Challenges;

parts c-e Discussion 2 - 10%

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

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

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

[Others]

Ron Reid was originally from Canada. During his extensive career he has been invited to teach as a guest lecturer at Osaka University, as well as taught students from Kyoto, Nagoya and Chiba university. Some of his students have even been accepted to Harvard and

London School of Business. He believes that a fresh perspectives and trying new techniques help students evolve and integrate their individual potential. Through this methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

Stephen O' Leary

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

4

Day/Period:金4/Fri.4 その他属性:〈実〉

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

【Schedule】授業形態:対面/face to face

[Fieldwork in class]

なし/No

5

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

Writing 1 Draft

6 Chapter 2: Narrative Writing 1 Final

Paragraphs Writing 1 Draft pair review

Chapter 2: Narrative

Paragraphs Discussion 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 9 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 3 Draft 11 Writing 2 Final feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE 13 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 Writing 3 Final 14 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.

[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)

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[Prerequisites]

English proficiency requirement:

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

Ron Reid

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

Day/Period: 木2/Thu.2 その他属性:〈実〉

[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?]

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

[Fieldwork in class]

なし/No

3 C/110		
[Schedule]	授業形態:対面/face to face	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Culture 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	1 1
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	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	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%	

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% 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	-
	prammig	

[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]

Ron Reid was originally from Canada. During his extensive career he has been invited to teach as a guest lecturer at Osaka University, as well as taught students from Kyoto, Nagoya and Chiba university. Some of his students have even been accepted to Harvard and

London School of Business. He believes that a fresh perspectives and trying new techniques help students evolve and integrate their individual potential. Through this methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[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

Steven Braunbach

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

4

Day/Period:火4/Tue.4 その他属性:〈実〉

[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

5

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

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

2 CEFR Self-Evaluation (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

Structure Writing Pract

Writing Practice Final

group review

Chapter 2: Unity and Writing 1 Draft

Coherence Discussion

6 Chapter 2: Unity and Writing 1 Final

Coherence

Writing 1 Draft pair

review

7	Writing 1 Final DUE	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 review	Writing 2 Final
10	Writing 2 Final DUE	Review Chapter 3
11	- 10% Chapter 3: Using Outside Sources Discussion 2 - 10% 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 America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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

Steven Braunbach

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period: 火2/Tue.2

その他属性:〈実〉

[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 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
- $\bullet \;\;$ 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

10

Unit 11: Tourism;

parts a-b

	Schedule】授業形態:対面/face to face		
No.	Theme	Contents	
1	Orientation &	Write down three SMART	
	introductions	learning 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;	Unit 7 review	
	parts 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:	Prepare a short speech on	
	Entertainment; parts	"Entertainment"	
	a-b		
7	Unit 9:	Unit 9 review	
	Entertainment; parts	Prepare and practice Presentation	
	с-е	2	
	Discussion 1 - 10%		
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%		

Prepare a short speech on

"Tourism'

11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
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

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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

Ι

LANe100LD (英語 / English language education 100)

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

Stephen O' Leary

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 金2/Fri.2

その他属性:〈実〉

[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.)] あり/Yes

[Fieldwork in class]

to 1 / No

なし/N0		
[Schedule]	授業形態:対面/face to fa	ace
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based
	(Initial)	on 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
	feedback	on Chapter 5
	Chapter 5: Stating	
	D 1111	

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 Final
	Writing 2 Draft pair review	
9	Writing 2 Final DUE - 10%	Review Chapter 5
	Chapter 5: Stating Reasons and Using Examples	
	Discussion 2 - 10%	
10	Writing 2 Final feedback	Prepare a discussion topic based on Chapter 6
	Chapter 6: Expressing Your Opinion	
11	Chapter 6: Expressing Your Opinion	Writing 3 Draft
	Discussion	
12	Chapter 6: Expressing	Writing 3 Final
	Your Opinion Writing 3 Draft pair review	
13	Writing 3 Final DUE	Review Chapter 6 Prepare a short speech on "What
		learned in this course"
	Discussion 3 - 10% CEFR Self-Evaluation	
	(Final) / Student	
- 1	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). 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]

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

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 II

Ron Reid

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:月2/Mon.2

その他属性:〈実〉

[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
- $\bullet\,$ 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

Discussion 2 - 10%

No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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	Unit 7 review
	с-е	Prepare & practice Presentation 1
	Discussion	
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	TT 11 40
9	Unit 10: Products;	Unit 10 review

10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History;	Unit 11 review
	parts c-e Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 – 10%	-
12	Unit 12: Nature; parts	Review / Prepare Presentation 3
	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]

Ron Reid was originally from Canada. During his extensive career he has been invited to teach as a guest lecturer at Osaka University, as well as taught students from Kyoto, Nagoya and Chiba university. Some of his students have even been accepted to Harvard and

London School of Business. He believes that a fresh perspectives and trying new techniques help students evolve and integrate their individual potential. Through this methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

Stephen O' Leary

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

その他属性:〈実〉

[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
- $\bullet\,$ 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.)] なり / 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 introductions learning goals for this course Course preview Study planning

CEFR Self-Evaluation (Initial)
Chapter 5: Process

Paragraphs
Discussion
Chapter 5: Process Writing Practice Final
Paragraphs
Writing Practice Draft

pair review
4 Chapter 5: Process Rev.

Chapter 5: Process Review Chapter 5
Paragraphs

Writing Practice Final group review
5 Chapter 6: Definition

6: Definition Writing 1 Draft

Paragraphs Discussion Chapter 6: Definition

6

writing 1 Final

Paragraphs Writing 1 Draft pair

review

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

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs 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

Stephen O'Leary came to Japan from England in 2019. As he has a BA (honors) Degree in English, as well as TEFL and IELTS qualifications he is able to provide an authentic, engaging, and customized language experience to best fit the classroom and the goals of all students, whilst simultaneously meeting curriculum expectations. Students and clients enjoy his studentcentered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[Prerequisites]

English proficiency requirement:

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

Ron Reid

Credit(s): 1 | Semester: 秋学期授業/Fall | Year: 1~4

Day/Period:木2/Thu.2

その他属性:〈実〉

[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:対面/face to face

	1X X / J Z X Y Z Z X Z X Z X Z X Z X Z X X Z X X X X	
No.	Theme	Contents
1	Orientation &	Write down three SMART
	introductions	learning 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
	Unit 8: Travel; parts	"Travel"
	a-b	
5	Unit 8: Travel; parts	Unit 8 review
	с-е	
	Discussion	
6	Unit 9: Shopping;	Prepare a short speech on
	parts a-b	"Shopping"
7	Unit 9: Shopping;	Unit 9 review
	parts c-e	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
	parts a-b	"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	-
	nlanning	

[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 Reid was originally from Canada. During his extensive career he has been invited to teach as a guest lecturer at Osaka University, as well as taught students from Kyoto, Nagoya and Chiba university. Some of his students have even been accepted to Harvard and

London School of Business. He believes that a fresh perspectives and trying new techniques help students evolve and integrate their individual potential. Through this methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[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

Steven Braunbach

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 火4/Tue.4

その他属性:〈実〉

[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
- 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 introductions learning goals for this course Course preview

Study planning

CEFR Self-Evaluation Writing Practice Draft 2

(Initial) Chapter 5: Process Essays Discussion

3 Chapter 5: Process Writing Practice Final

Essavs Writing Practice Draft

pair review Chapter 5: Process Review Chapter 5 4

Essays Writing Practice Final

group review Chapter 6: Cause / Effect Essays 5

6

Writing 1 Draft

Discussion

Chapter 6: Cause / Writing 1 Final

Effect Essays Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 6 10%

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

7

8

9

10

13

Writing 1 Final Writing 2 Draft

feedback Chapter 7: Comparison / Contrast Essays Discussion

Writing 2 Final

Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair

review 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

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 (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.

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]

Originally from America, Steven started teaching English in Japan 5 years ago. Since the he has taught students of varying ages and English levels. No matter what age or level the student, Steven always aims to create an environment where each student is able to learn to their ability. By doing this he has been able to motivate students to promote their own selfimprovement. Punctual, patient and positive by nature, he believes teaching is a challenging and rewarding profession.

[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): Intensive English 1

ERP担当教員

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

その他属性:〈実〉

[Outline and objectives]

This course aims to support and strengthen students' existing English skills by focusing on integrating the four skills of Reading, Writing, Speaking and Listening and building a solid foundation of skill strategies and language structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for collaboration in brainstorming and planning of ideas, writing short essays, discussions, presentations and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

[Goal]

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

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- · engage in and lead simple discussions on a range of topics
- communicate actively by employing simple strategies for explaining, checking and confirming
- · express opinions supported by simple reasoning
- · work together with other students in simple collaborative projects
- write coherent, logical English extended paragraphs on a range of topics (Approx. 250 words in length)
- build general vocabulary related to the reading, listening, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- develop listening skills (gist, detail and note-taking) using authentic speakers discussing level-appropriate subjects.

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

[Method(s)]

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

あり/Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

No. Theme Contents

1 Orientation 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

of Flight, Writing Skills: The 5Cs of Good Writing, Paragraphs

2 Share Writing and Discuss, Listening Skills: Note Taking,

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, Write 250 Words About Article 4 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 8 Final Presentation Preparation/Practice, Final Presentation

Review and Wrap-up
[Work to be done outside of class (preparation, etc.)]

and Feedback, CEFR

Self Evaluation

(Final)

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

[Textbooks]

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

[References]

Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® iTP 450-469, TOEIC® 500-549, iELTS 5.0 or EIKEN® CSE2.0 2200+ or EIREN® CSE2.0 2200+ or EIREN® CSE3.0 2200+ or EIREN8 CSE3.0 0 or EIREN8 CSE3.0 0 or EIREN8 CSE3.0 0 or EIREN8 CSE3.0 0 or EIREN8 C

ERP CE2 (Ichigaya): Intensive English 2

ERP担当教員

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

その他属性:〈実〉

[Outline and objectives]

This course aims to support and strengthen students' existing English skills by focusing on integrating the four skills of Reading, Writing, Speaking and Listening and building a solid foundation of skill strategies and language structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for collaboration in brainstorming and planning of ideas, writing short essays, discussions, presentations and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

[Goal]

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

- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- · engage in and lead simple discussions on a range of topics
- communicate actively by employing simple strategies for explaining, checking and confirming
- · express opinions supported by simple reasoning
- work together with other students in simple collaborative projects
- write coherent, logical English extended paragraphs on a range of topics (Approx. 250 words in length)
- build general vocabulary related to the reading, listening, writing and discussion topics
- improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles
- develop listening skills (gist, detail and note-taking) using authentic speakers discussing level-appropriate subjects.

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

[Method(s)]

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

あり/Yes

[Fieldwork in class]

なし/No

【Schedule】授業形態:対面/face to face

No. Theme Contents

1 Orientation Write 250 words about Article 1

CEFR self-evaluation

(Initial) Pre-Course Task Presentations, Pre-Course Task

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

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, Write 250 Words About Article 4 4 Listening Skills: Listening for Details, Listen and Discuss Article 4: Fantastic Festivals, Writing Skills: Linking Ideas Share Writing and 5 Prepare a 3-minute Speech on 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 8 Final Presentation Preparation/Practice, Final Presentation and Feedback, CEFR

Review and Wrap-up
[Work to be done outside of class (preparation, etc.)]

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[Changes following student comments]

[Prerequisites]

English proficiency requirement:

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

