

2025年度 グローバル教育センター（ERP） 講義概要（シラバス）



法政大学

科目一覧

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凡例 その他属性

〈他〉：他学部公開科目	〈グ〉：グローバル・オープン科目
〈優〉：成績優秀者の他学部科目履修制度対象科目	〈実〉：実務経験のある教員による授業科目
〈S〉：サティフィケートプログラム_SDGs	〈ア〉：サティフィケートプログラム_アーバンデザイン
〈ダ〉：サティフィケートプログラム_ダイバーシティ	〈未〉：サティフィケートプログラム_未来教室
〈カ〉：サティフィケートプログラム_カーボンニュートラル	

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LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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 : 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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 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.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

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

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

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

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

【Textbooks】

· Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

【References】

· Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【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

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Writing & 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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Jason Burnett

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[Others]

Jason Burnett was originally from England but has been teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College establishments in Tokyo as well as some corporate classes. He prides himself on being professional at all times in the workplace. His lesson plans are always well prepared, and he is able 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 building students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 690-729

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：オンライン/online

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

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

Not applicable

[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 a 690-729

[Outline (in English)]

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.

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Academic Paragraphs	Academic Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Narrative Paragraphs HW: Review Chapter 2

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

Not applicable

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Writing & 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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Academic Paragraphs	Academic Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Narrative Paragraphs HW: Review Chapter 2

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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 : 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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+

[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.

LANe100LD (英語 / English language education 100)

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

Jason Burnett

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：オンライン/online

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

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

Not applicable

[Others]

Jason Burnett was originally from England but has been teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College establishments in Tokyo as well as some corporate classes. He prides himself on being professional at all times in the workplace. His lessons plans are always well prepared, and he is able 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 building 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 EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD (英語 / English language education 100)

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

Sandor Dome

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

Andrew Finegan

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.

【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)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】授業形態：オンライン/online

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : オンライン/online

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review
5	Chapter 2: Unity and Coherence	HW: Review Chapter 1 Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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 : 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

Credit(s) : 1 | Semester : サマーセッション/Summer Session

| Year : 1~4

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
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14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+, English Placement Test a 640-689 or Students who has achieved a grade of A or above in the first year of required English (undergraduate students: sophomore or above).

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

Credit(s) : 1 | Semester : サマーセッション/Summer Session

| Year : 1~4

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
7		
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13		
14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+, English Placement Test a 640-689 or Students who has achieved a grade of A or above in the first year of required English (undergraduate students: sophomore or above).

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

Credit(s) : 1 | Semester : サマーセッション/Summer Session
| Year : 1~4

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
7		
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10		
11		
12		
13		
14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52+, TOEFL® ITP 470+, TOEIC® 550+, IELTS 5.5+ or EIKEN® CSE2.0 2304+ or English Placement Test a 690+

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

Credit(s) : 1 | Semester : サマーセッション/Summer Session
 | Year : 1~4

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
7		
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14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52+, TOEFL® ITP 470+, TOEIC® 550+, IELTS 5.5+ or EIKEN® CSE2.0 2304+ or English Placement Test a 690+

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：オンライン/online

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Sandor Dome

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Sandor Dome

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 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.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

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

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

Not applicable

【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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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

Andrew Finegan

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

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : オンライン/online

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

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Paragraphs	Process Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Definition Paragraphs	Definition Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 6: Definition Paragraphs	Definition Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Definition Paragraphs HW: Review Chapter 6

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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 : 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Paragraphs	Process Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Definition Paragraphs	Definition Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 6: Definition Paragraphs	Definition Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Definition Paragraphs HW: Review Chapter 6

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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

Jason Burnett

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：オンライン/online

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

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

Not applicable

[Others]

Jason Burnett was originally from England but has been teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College establishments in Tokyo as well as some corporate classes. He prides himself on being professional at all times in the workplace. His lessons plans are always well prepared, and he is able 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 building 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 EIKEN® CSE2.0 2400+ or English Placement Test a 730+

LANe100LD (英語 / English language education 100)

ERP CE3 (Ichigaya): Oral Presentation & 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 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.

[Goal]

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

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

[Which item of the diploma policy will be obtained by taking this class?]**[Method(s)]**

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[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+

[Outline (in English)]

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.

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：オンライン/online

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

TOEFL® iBT 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 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.

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[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+

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

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

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
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【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+, English Placement Test a 640-689 or Students who has achieved a grade of A or above in the first year of required English (undergraduate students: sophomore or above).

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

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

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
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【Work to be done outside of class (preparation, etc.)】

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200+, English Placement Test a 640-689 or Students who has achieved a grade of A or above in the first year of required English (undergraduate students: sophomore or above).

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
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14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52+, TOEFL® ITP 470+, TOEIC® 550+, IELTS 5.5+ or EIKEN® CSE2.0 2304+ or English Placement Test a 690+

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

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

その他属性 : 〈実〉

【Outline and objectives】

This 6-day 4-skills communication course aims to support and strengthen students' existing speaking, writing, reading and listening skills by building a solid foundation of English vocabulary and structures to allow effective communication on a range of engaging topics and situations.

【Goal】

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

- ・ make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- ・ improve writing skills by practicing the 5C's of effective writing and including supporting details
- ・ engage in and lead discussions and debates on a range of topics
- ・ improve reading skills such as skimming and scanning and summarising
- ・ develop listening and note taking skills
- ・ communicate actively by employing simple strategies for explaining, checking and confirming
- ・ express opinions supported by simple reasoning
- ・ work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation, CEFR, Pre-task, Reading, Writing	Orientation, CEFR Self-evaluation, Pre-task Presentations Reading Skill: Skimming / Scanning Read and Discuss Article 1: The Dream of Flight Writing Skills: The Five Cs of Good Writing, Paragraphs Brainstorm ideas for writing homework HW: Write 250 words about Article 1
2	Writing, Discussion, Listening, Presentation Skills	Share Writing and Discuss Listening Skill: Note-taking Listen and Discuss Article 2: The Story of the Chili Presentation Skills: Structure Brainstorm ideas for speech HW: Prepare a 3-min Speech on Article 2
3	Speech, Discussion, Reading, Debate Skills	Short Speeches and Discussion Reading Skill: Summarizing Read and Discuss Article 3: Mission to Mars Debate Skills: ORE Debate Skills: Strong Reasons HW: Prepare for an evaluated Debate on Article 3

4	Debate, Listening, Writing, Discussion, Reading&Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading &Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
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14		

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

Students will be expected to spend 2 hours a day completing homework assignments (preparing short speeches, preparing and practicing evaluated presentations, and completing writing assignments).

【Textbooks】

- ・ Four Skills English (ALC EDUCATION)

【References】

- ・ Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Four or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence Participation: 40%(Involvement &Improvement, Homework Completion); Debate 20%(Message, Language, Clarity, Contribution); Presentation 20%(Message, Structure, Delivery, Preparation/Effort); Reading Test 10%; Listening Test 10%

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

TOEFL® iBT 52+, TOEFL® ITP 470+, TOEIC® 550+, IELTS 5.5+ or EIKEN® CSE2.0 2304+ or English Placement Test a 690+

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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 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.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

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

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

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

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

【Textbooks】

- Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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 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.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態 : 対面/face to face

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

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

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Takao Kasumi

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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:

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

LANe100LD (英語 / English language education 100)

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

Sandor Dome

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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Academic Paragraphs	Academic Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Narrative Paragraphs HW: Review Chapter 2

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

Not applicable

[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 a 690-729

[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.

LANe100LD (英語 / English language education 100)

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

Ryan Olimer

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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Academic Paragraphs	Academic Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Narrative Paragraphs HW: Review Chapter 2

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 method 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+

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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+

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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.

【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)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

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

LANe100LD (英語 / English language education 100)

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

Takao Kasumi

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.

【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)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

【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:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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 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.

【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)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

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

LANe100LD (英語 / English language education 100)

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

Stephen O' Leary

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ryan Olimer

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.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】 授業形態：対面/face to face

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

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

Not applicable

【Others】

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

【Prerequisites】

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

LANe100LD (英語 / English language education 100)

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

Jason Burnett

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[Others]

Jason Burnett was originally from England but has been teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College establishments in Tokyo as well as some corporate classes. He prides himself on being professional at all times in the workplace. His lessons plans are always well prepared, and he is able 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 building students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

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

LANe100LD (英語 / English language education 100)

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

Stephen O' Leary

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Paragraphs	Process Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Definition Paragraphs	Definition Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 6: Definition Paragraphs	Definition Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Definition Paragraphs HW: Review Chapter 6

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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

Ryan Olimer

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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Paragraphs	Process Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Definition Paragraphs	Definition Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 6: Definition Paragraphs	Definition Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Definition Paragraphs HW: Review Chapter 6

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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 : 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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.

【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)】

In this course, the instructor 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.

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

あり /Yes

【Fieldwork in class】

なし /No

【Schedule】授業形態：対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

【Textbooks】

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

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

LANe100LD (英語 / English language education 100)

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

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

LANe100LD (英語 / English language education 100)

ERP CE1 (Koganei): 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

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

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

[Textbooks]

· Longman Academic Writing Series (Level 2); Paragraphs SB w/App, Online Practice & Digital Resources, 3rd Edition, Pearson (ISBN: 978-0136769996)

[References]

· Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Academic Paragraphs	Academic Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Academic Paragraphs	Academic Paragraphs Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 2: Narrative Paragraphs	Narrative Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Narrative Paragraphs HW: Review Chapter 2

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

Not applicable

[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 690-729

LANe100LD (英語 / English language education 100)

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

Ron Reid

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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 method 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+

LANe100LD (英語 / English language education 100)

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

Ron Reid

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 1: Paragraph Structure	Paragraph Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 1: Paragraph Structure	Paragraph Structure Writing Practice Final group review HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion HW: Writing 1 Draft
6	Chapter 2: Unity and Coherence	Unity and Coherence Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 2: Unit and Coherence HW: Review Chapter 2

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

Not applicable

[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 method 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 α 730+

LANe100LD (英語 / English language education 100)

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

Ron Reid

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.

[Goal]

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

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

[Which item of the diploma policy will be obtained by taking this class?]**[Method(s)]**

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

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

LANe100LD (英語 / English language education 100)

ERP CE1 (Koganei): Writing & Discussion: 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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

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

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

Not applicable

[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 a 690-729

LANe100LD (英語 / English language education 100)

ERP CE2 (Koganei): Writing & Discussion: Higher-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 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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Paragraphs	Process Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Paragraphs	Process Paragraphs Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Definition Paragraphs	Definition Paragraphs Discussion HW: Writing 1 Draft
6	Chapter 6: Definition Paragraphs	Definition Paragraphs Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Definition Paragraphs HW: Review Chapter 6

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

Not applicable

[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 690-729

LANe100LD (英語 / English language education 100)

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.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態：対面/face to face

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

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

Not applicable

[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 method 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+

LANe100LD (英語 / English language education 100)

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

Ron Reid

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.

[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)]

In this course, the instructor 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.

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

あり /Yes

[Fieldwork in class]

なし /No

[Schedule] 授業形態 : 対面/face to face

No.	Theme	Contents
1	Orientation & introductions	Course preview Study planning HW: Write down three SMART learning goals for this course
2	Chapter 5: Process Essays	Process Essays Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft
3	Chapter 5: Process Essays	Process Essays Writing Practice Draft pair review HW: Writing Practice Final
4	Chapter 5: Process Essays	Process Essays Writing Practice Final group review HW: Review Chapter 5
5	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Discussion HW: Writing 1 Draft
6	Chapter 6: Cause / Effect Essays	Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final
7	Writing 1 Final DUE	Writing 1 Final DUE – 10% Discussion 1 – 10% Chapter 6: Cause /Effect Essays HW: Review Chapter 6

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

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

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

[Textbooks]

- Longman Academic Writing Series (Level 4); Essays with Online Practice & Digital Resources, 5th Edition, Pearson (ISBN: 978-0136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[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 method 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+

