2025年度 グローバル教育センター (ERP) 講義概要(シラバス)





科目一覧 [発行日:2025/5/1] 最新版のシラバスは、法政大学Webシラバス(https://syllabus.hosei.ac.jp/)で確認してください。

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	

【A8000】ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate I [Sandor Dome]春学期授業/	
Spring	1
【A8001】 ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate I [Joe Trujillo] 春学期授業/Spring	2
【A8002】ERP CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I [Matt McCabe] 春学期授業/	
Spring	3
【A8003】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Steven Braunbach] 春学期授業/Spring	4
【A8004】ERP CE1 (Ichigaya): Writing & Discussion: Intermediate I [Sandor Dome] 春学期授業/Spring	5
【A8005】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Jason Burnett] 春	
学期授業/Spring	6
[A8006] ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I [Steven Braunbach]	
春学期授業/Spring	7
【A8007】ERP CE2 (Ichigaya): Oral Presentation &Discussion: Higher-Intermediate I [Samuel Harper] 春	
学期授業/Spring	8
【A8008】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate I [Matt McCabe] 春学期授業/	
Spring	9
【A8009】 ERP CE2 (Ichigaya): Writing &Discussion: Higher-Intermediate I [Sandor Dome] 春学期授業/	
Spring	10
【A8010】 ERP CE3 (Ichigaya): Oral Presentation &Discussion: Advanced I [Steven Braunbach] 春学期授業	
/Spring	11
【A8011】 ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced I [Samuel Harper] 春学期授業/	
Spring	12
【A8012】 ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced I [Matt McCabe] 春学期授業/Spring	13
【A8013】 ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced I [Jason Burnett] 春学期授業/	14
Spring	14
【A8014】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Sandor Dome] 春学期授業/Spring	15
【A8015】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Andrew Finegan] 春学期授業/Spring	16
【A8016】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Steven Braunbach] 春学期授業/Spring.	17
【A8017】ERP CE3 (Ichigaya): Writing & Discussion: Advanced I [Samuel Harper] 春学期授業/Spring	18
【A8018】 ERP CE3 (Ichigaya): Oral Presentation &Discussion: Advanced I [Sandor Dome] 春学期授業/Spring	19
【A8030】 ERP CE1 (Ichigaya): Intensive English 1 [ERP講師] サマーセッション/Summer Session	20
【A8032】 ERP CE1 (Ichigaya): Intensive English 1 [ERP講師] サマーセッション/Summer Session	21
【A8031】 ERP CE2 (Ichigaya): Intensive English 2 [ERP講師] サマーセッション/Summer Session	22
【A8033】 ERP CE2 (Ichigaya): Intensive English 2 [ERP講師] サマーセッション/Summer Session	23
【A8050】ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate II [Matt McCabe] 秋学期授業/	
Fall	24
【A8051】ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate II [Sandor Dome] 秋学期授業/	
Fall	25
【A8052】 ERP CE1 (Ichigaya): Writing &Discussion: Intermediate II [Sandor Dome]秋学期授業/Fall	26
【A8053】ERP CE1 (Ichigaya): Writing &Discussion: Intermediate II [Matt McCabe]秋学期授業/Fall	27
【A8054】ERP CE2 (Ichigaya): Oral Presentation &Discussion: Higher-Intermediate II [Sandor Dome] 秋	
学期授業/Fall	28
[A8055] ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [Andrew Finegan]	
秋学期授業/Fall	29

	ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Samuel Harper] 秋学期授業/	30
	ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Sandor Dome] 秋学期授業/Fall	31
	ERP CE3 (Ichigaya): Oral Presentation &Discussion: Advanced II [Jason Burnett] 秋学期授業/Fall	32
[A8059]	ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced II [Steven Braunbach] 秋学期授	
	11	33
	ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Steven Braunbach] 秋学期授業/Fall	34
[A8061]	ERP CE3 (Ichigaya): Writing &Discussion: Advanced II [Ryan Olimer] 秋学期授業/Fall	35
[A8062]	ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced II [Matt McCabe] 秋学期授業/Fall	36
[A8063]	ERP CE3 (Ichigaya): Writing &Discussion: Advanced II [Samuel Harper] 秋学期授業/Fall	37
[A8080]	ERP CE1 (Ichigaya): Intensive English 1 [ERP講師]スプリングセッション/Spring Session	38
[A8082]	ERP CE1 (Ichigaya): Intensive English 1 [ERP講師]スプリングセッション/Spring Session	39
[A8081]	ERP CE2 (Ichigaya): Intensive English 2 [ERP講師]スプリングセッション/Spring Session	40
[A8083]	ERP CE2 (Ichigaya): Intensive English 2 [ERP講師]スプリングセッション/Spring Session	41
[A8100]	ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Matt Fuller] 春学期授業/Spring	42
	ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate I [Matt Fuller] 春学期授業/Spring	43
	ERP CE1 (Tama): Writing &Discussion: Intermediate I [Matt McCabe] 春学期授業/Spring	44
	ERP CE1 (Tama): Writing &Discussion: Intermediate I [Joe Trujillo] 春学期授業/Spring	45
[A8104]	ERP CE2 (Tama): Oral Presentation &Discussion: Higher-Intermediate I [Joe Trujillo] 春学期授	
-	pring	46
	ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Takao Kasumi] 春学期	
		47
	ERP CE2 (Tama): Writing &Discussion: Higher-Intermediate I [Sandor Dome] 春学期授業/Spring	48
	ERP CE2 (Tama): Writing &Discussion: Higher-Intermediate I [Ryan Olimer] 春学期授業/Spring	49
	ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Ron Reid] 春学期授業/Spring	50
	ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Matt McCabe] 春学期授業/Spring	51
[A8110]	ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Ryan Olimer] 春学期授業/Spring	52
[A8111]	ERP CE3 (Tama): Writing &Discussion: Advanced I [Matt Fuller] 春学期授業/Spring	53
[A8112]	ERP CE3 (Tama): Writing &Discussion: Advanced I [Takao Kasumi]春学期授業/Spring	54
[A8113]	ERP CE3 (Tama): Writing &Discussion: Advanced I [Matt Fuller]春学期授業/Spring	55
[A8150]	ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Stephen O' Leary] 秋学期授	
業/Fa	11	56
[A8151]	ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Ryan Olimer] 秋学期授業/Fall	57
[A8152]	ERP CE1 (Tama): Writing &Discussion: Intermediate II [Ryan Olimer]秋学期授業/Fall	58
[A8153]	ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Jason Burnett] 秋学	
	چ /Fall	59
	ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Matt Fuller] 秋学期授	
		60
	ERP CE2 (Tama): Writing &Discussion: Higher-Intermediate II [Stephen O' Leary] 秋学期授業/	00
		61
	ERP CE2 (Tama): Writing &Discussion: Higher-Intermediate II [Ryan Olimer]秋学期授業/Fall	62
	ERP CE3 (Tama): Oral Presentation &Discussion: Advanced II [Takao Kasumi] 秋学期授業/Fall	63
	ERP CE3 (Tama): Oral Presentation & Discussion: Advanced II [Takao Kasulii] 秋子羽夜菜仔an ERP CE3 (Tama): Oral Presentation & Discussion: Advanced II [Joe Trujillo] 秋学期授業/Fall	64
	ERP CE3 (Tama): Writing &Discussion: Advanced II [Soe Frughto] 秋子朔授業/Fall	65
	ERP CE3 (Tama): Writing &Discussion: Advanced II [Matt Fuller] 秋学期授業/Fall	66
	ERP CE3 (Tama): Oral Presentation &Discussion: Advanced II [Takao Kasumi] 秋学期授業/Fall	67
	ERP CE1 (Koganei): Oral Presentation &Discussion: Intermediate I [Ron Reid] 春学期授業/Spring	68
	ERP CE1 (Koganei): Writing &Discussion: Intermediate I [Steven Braunbach] 春学期授業/Spring	69
	ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate I [Samuel Harper] 春	
	受業/Spring	70
	ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I [Steven Braunbach] 春学期授	
-	pring	71
[A8204]	ERP CE3 (Koganei): Oral Presentation & Discussion: Advanced I [Ron Reid] 春学期授業/Spring	72
[A8205]	ERP CE3 (Koganei): Writing &Discussion: Advanced I [Ron Reid] 春学期授業/Spring	73
[A8250]	ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate II [Ron Reid] 秋学期授業/Fall	74
[A8251]	ERP CE1 (Koganei): Writing & Discussion: Intermediate II [Steven Braunbach] 秋学期授業/Fall	75

ERP

【A8252】ERP CE2 (Koganei): Oral Presentation &Discussion: Higher-Intermediate II [Samuel Harper] 秋 学期授業/Fall	76
【A8253】ERP CE2 (Koganei): Writing &Discussion: Higher-Intermediate II [Steven Braunbach] 秋学期授	
業/Fall	77
【A8254】ERP CE3 (Koganei): Oral Presentation &Discussion: Advanced II [Ron Reid]秋学期授業/Fall	78
【A8255】ERP CE3 (Koganei): Writing &Discussion: Advanced II [Ron Reid]秋学期授業/Fall	79

. . . .

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

 \cdot 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

 \cdot 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

	JX未加品·M面/Iace to	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
11	planning	course review /study plaining

[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:

LANe100LD (英語 / English language education 100)
ERP CE1 (Ichigaya): Oral Presentation 8 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

Conequie	技术形态·对面/face to fa	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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:

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

 \cdot 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

 $\cdot\,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

Schedule	「反耒形態·刈Ⅲ/Iace to Ⅰ	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Food Discussion 3 – 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3	o 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:

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~ 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

Conecute	1文未形忍·凡田/Iace to 12	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Describing	Describing People
	People	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Prepare a discussion topic
		based on Chapter 1
3	Chapter 1: Describing	Describing People
	People	Discussion
		HW: Writing 1 Draft
4	Chapter 1: Describing	Describing People
	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	Writing 1 Final feedback
	feedback	Chapter 2: Listing-Order
		Paragraphs
		HW: Prepare a discussion topic
		based on Chapter 2

7	Chapter 2: Listing-Order	Listing-Order Paragraphs Discussion
	Paragraphs	HW: Writing 2 Draft
8	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Writing 2 Draft pair review
0	Paragraphs	HW: Writing 2 Final
9	Writing 2 Final DUE	Writing 2 Final DUE - 10%
		Discussion $2 - 10\%$
		Chapter 2: Listing-Order
		Paragraphs
10	W OF. I	HW: Review Chapter 2
10	Writing 2 Final feedback	Writing 2 Final feedback
	Teedback	Chapter 3: Giving Instructions
		HW: Prepare a discussion topic
11	CI () () ()	based on Chapter 3
11	Chapter 3: Giving Instructions	Giving Instructions Discussion
	Instructions	
12	Chapter 3: Giving	HW: Writing 3 Draft Giving Instructions
12	Instructions	Writing 3 Draft pair review
	instructions	HW: Writing 3 Final
13	Writing 3 Final DUE	Writing 3 Final DUE – 10%
15	Witting 5 Fillar DOE	Discussion $3 - 10\%$
		Chapter 3: Giving Instructions
		CEFR Self-Evaluation (Final) /
		Student surveys
		HW: Review Chapter 3
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
**	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:

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

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

· improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 \cdot 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

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

· confidently express opinions supported by simple reasoning

 $\cdot\,$ 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

Conequie	12米加加·利田/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Describing	Describing People
	People	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Prepare a discussion topic
		based on Chapter 1
3	Chapter 1: Describing	Describing People
	People	Discussion
		HW: Writing 1 Draft
4	Chapter 1: Describing	Describing People
	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	Writing 1 Final feedback
	feedback	Chapter 2: Listing-Order
		Paragraphs
		HW: Prepare a discussion topic
		based on Chapter 2

7	Chapter 2: Listing-Order	Listing-Order Paragraphs Discussion
	Paragraphs	HW: Writing 2 Draft
8	Chapter 2:	Listing-Order Paragraphs
0	Listing-Order	Writing 2 Draft pair review
	Paragraphs	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	Writing 2 Final feedback
	feedback	Chapter 3: Giving Instructions
		HW: Prepare a discussion topic
		based on Chapter 3
11	Chapter 3: Giving	Giving Instructions
	Instructions	Discussion
		HW: Writing 3 Draft
12	Chapter 3: Giving	Giving Instructions
	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
		Prepare a short speech on "What I learned in this course"
14	Waiting 9 Eingl	
14	Writing 3 Final feedback	Writing 3 Final feedback
	Тееараск	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:

LANe100LD (英語 / English language education 100)		
ERP CE2 (Ichigaya): Discussion: Higher-Inte	Oral Presentation & mediate 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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	技未形態·刈Ⅲ/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Transportation	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
9	Discussion 2	"Challenges" 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 eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

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

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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	按未形態·利曲/face to	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Transportation	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	The Environment; parts a-b
	Environment	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	Presentation 3 continued – 10%
	continued	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	Course review /Study planning
	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): Discussion: Higher-Interme	Oral Presentation ediate 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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

[Schedule]	授業形態:オンライン/o	nline
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Transportation	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.

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

Matt McCabe

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

Day/Period : 木4/Thu.4

その他属性:〈実〉

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure.

[Goal]

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

· compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions

• write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics

expand specific vocabulary related to the reading, writing and discussion topics

build understanding of the difference between spoken and written English

· improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles

engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

express opinions supported by logical reasoning and convincing evidence

 \cdot 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 Orientation & Course preview 1 introductions Study planning HW: Write down three SMART learning goals for this course Chapter 1: Academic Academic Paragraphs 2 Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft Chapter 1: Academic Academic Paragraphs 3 Writing Practice Draft pair review Paragraphs HW: Writing Practice Final Chapter 1: Academic Academic Paragraphs 4 Writing Practice Final group Paragraphs review HW: Review Chapter 1 5 Chapter 2: Narrative Narrative Paragraphs Paragraphs Discussion HW: Writing 1 Draft 6 Chapter 2: Narrative Narrative Paragraphs 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
9	Chapter 3: Basic Paragraph Structure	HW: Writing 2 Draft 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]

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:

 \cdot 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles

· engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot express opinions supported by logical reasoning and convincing evidence

 $\cdot \;$ 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

· a U /11

[Schedule]	授業形態:対面/face to f	face
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Academic	Academic Paragraphs
	Paragraphs	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 1: Academic	Academic Paragraphs
	Paragraphs	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 1: Academic	Academic Paragraphs
	Paragraphs	Writing Practice Final group
		review
		HW: Review Chapter 1
5	Chapter 2: Narrative	Narrative Paragraphs
	Paragraphs	Discussion
		HW: Writing 1 Draft
6	Chapter 2: Narrative	Narrative Paragraphs
	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	Basic Paragraph Structure
	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	Writing 2 Final feedback
	feedback	Chapter 9: Essay Organization
		Discussion
		HW: Writing 3 Draft
12	Chapter 9: Essay	Essay Organization
	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	Writing 3 Final feedback
	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 Discu	CE3 ssion:	(Ichigaya): Advanced I	Oral	Presentation	&

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 multiparty interactions

 engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Schedule	「反耒形態·刈Ⅲ/Iace to I	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
	-	HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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
9	Discussion 2	"Opportunities" Discussion 2 – 10%
9	Discussion 2	Unit 4: Opportunities; parts c-e
		HW: Unit 4 review
10	Unit 5: Well-being	Well-being; parts a-b
	5	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	Presentation 3 continued - 10%
	continued	Unit 6: Mysteries; parts c-e
		CEFR self-evaluation (Final) /
		Student surveys
		HW:Prepare a short speech on
	a	"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): Discussion: Advanced I	Oral	Presentation	&		
Samuel Harper					
Credit(s):1 Semester:春雪 4	学期授業/S	Spring Year :	1~		

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 multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Schedule	授耒形態:対面/face to face			
No.	Theme	Contents		
1	Orientation &	Course preview		
	introductions	Study planning		
		HW: Write down three SMART		
		learning goals for this course		
2	Unit 1: Culture and	Culture and Identity; parts a-b		
	Identity	CEFR self-evaluation (Initial)		
		HW: Prepare a short speech on		
		"Culture and Identity"		
3	Unit 1: Culture and	Culture and Identity; parts c-e		
	Identity	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
9	Discussion 2	"Opportunities" Discussion 2 - 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5: Well-being	HW: Unit 4 review 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	o 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	&
Discu	ssion:	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 multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot 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

 $\cdot\,$ 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】授業形能: 対面/face to face

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

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

[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+

ducation 10	0)	
Oral	Presentation	ı &
学期授業/S	Spring Year	: 1~
	Oral	ducation 100) Oral Presentation 幹期授業/Spring Year

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 multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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/onli

[Schedule]	授業形態:オンライン/or	nline
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
		HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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	Presentation 3 continued – 10%
	continued	Unit 6: Mysteries; parts c-e
		CEFR self-evaluation (Final) /
		Student surveys
		HW:Prepare a short speech on
	a	"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 eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euiding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

TOEFL \Bar{e} iBT 61+, TOEFL \Bar{e} ITP 500+, TOEIC \Bar{e} 625+, IELTS 6.0+ or EIKEN \Bar{e} CSE2.0 2400+ or English Placement Test a 730+

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

- $\cdot\,$ be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- \cdot 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

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence

 $\cdot \,$ 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 Theme No. Contents Orientation & Course preview 1 introductions Study planning HW: Write down three SMART learning goals for this course Chapter 1: Paragraph Paragraph Structure 2 Structure Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft Chapter 1: Paragraph Paragraph Structure 3 Writing Practice Draft pair review Structure HW: Writing Practice Final Chapter 1: Paragraph Paragraph Structure 4 Writing Practice Final group Structure review HW: Review Chapter 1 5 Chapter 2: Unity and Unity and Coherence Coherence Discussion HW: Writing 1 Draft 6 Chapter 2: Unity and Unity and Coherence 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	Using Outside Sources
	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	Writing 2 Final feedback
	feedback	Chapter 4: From Paragraph to
		Essay
		Discussion
		HW: Writing 3 Draft
12	Chapter 4: From	From Paragraph to Essay
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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: Ad- vanced I		
	Andrew Finegan		
1	│ 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:

 \cdot write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics

 $\cdot\,$ be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 \cdot 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

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence

 $\cdot \;$ 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

なし/INC

Schedule	授業形態:オンライン/or	nline
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Paragraph	Paragraph Structure
	Structure	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 1: Paragraph	Paragraph Structure
	Structure	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 1: Paragraph	Paragraph Structure
	Structure	Writing Practice Final group
		review
		HW: Review Chapter 1
5	Chapter 2: Unity and	Unity and Coherence
	Coherence	Discussion
		HW: Writing 1 Draft
6	Chapter 2: Unity and	Unity and Coherence
	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	Using Outside Sources
	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	Writing 2 Final feedback
	feedback	Chapter 4: From Paragraph to
		Essay
		Discussion
		HW: Writing 3 Draft
12	Chapter 4: From	From Paragraph to Essay
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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+

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

 \cdot 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

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence

 $\cdot \,$ 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

121米ル窓・オマノイマ/01	lillie
Theme	Contents
Orientation &	Course preview
introductions	Study planning
	HW: Write down three SMART
	learning goals for this course
Chapter 1: Paragraph	Paragraph Structure
Structure	Discussion
	CEFR Self-Evaluation (Initial)
	HW: Writing Practice Draft
Chapter 1: Paragraph	Paragraph Structure
Structure	Writing Practice Draft pair review
	HW: Writing Practice Final
Chapter 1: Paragraph	Paragraph Structure
Structure	Writing Practice Final group
	review
	HW: Review Chapter 1
Chapter 2: Unity and	Unity and Coherence
Coherence	Discussion
	HW: Writing 1 Draft
Chapter 2: Unity and	Unity and Coherence
Coherence	Writing 1 Draft pair review
	HW: Writing 1 Final
Writing 1 Final DUE	Writing 1 Final DUE – 10%
	Discussion 1 – 10%
	Chapter 2: Unit and Coherence
	HW: Review Chapter 2
	Theme Orientation & introductions Chapter 1: Paragraph Structure Chapter 1: Paragraph Structure Chapter 1: Paragraph Structure Chapter 2: Unity and Coherence Chapter 2: Unity and Coherence

8	Writing 1 Final feedback	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion
		HW: Writing 2 Draft
9	Chapter 3: Using	Using Outside Sources
	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	Writing 2 Final feedback
	feedback	Chapter 4: From Paragraph to
		Essay
		Discussion
		HW: Writing 3 Draft
12	Chapter 4: From	From Paragraph to Essay
	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
		Prepare a short speech on "What I learned in this course"
14	Whiting 2 Final	fourfied in this course
14	Writing 3 Final feedback	Writing 3 Final feedback Course review /Study planning
_	Ieeuback	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:

 $\rm TOEFL$ ® iBT 61+, TOEFL ® 1TP 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/Pariad:全2/Eri 2		
│ Credit(s):1 │ Semester:春学期授業/Spring │ Year:1~		

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. 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 &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Chapter 1: Paragraph	Paragraph Structure	
	Structure	Discussion	
		CEFR Self-Evaluation (Initial)	
		HW: Writing Practice Draft	
3	Chapter 1: Paragraph	Paragraph Structure	
	Structure	Writing Practice Draft pair review	
		HW: Writing Practice Final	
4	Chapter 1: Paragraph	Paragraph Structure	
	Structure	Writing Practice Final group	
		review	
		HW: Review Chapter 1	
5	Chapter 2: Unity and	Unity and Coherence	
	Coherence	Discussion	
		HW: Writing 1 Draft	
6	Chapter 2: Unity and	Unity and Coherence	
	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
0		HW: Writing 2 Draft
9	Chapter 3: Using	Using Outside Sources
	Outside Sources	Writing 2 Draft pair review
10		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	Writing 2 Final feedback
	feedback	Chapter 4: From Paragraph to
		Essay
		Discussion
10		HW: Writing 3 Draft
12	Chapter 4: From	From Paragraph to Essay
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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)
-----------	---------------------------------------

		(Ichigaya): Advanced I	Oral	Presentation	&
Discu	001011.				

Sandor Dome

Credit(s): 1		Semester:春学期授業/Spring	Year∶1~
4			
D. /D. 1.1.	~		

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 multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Schedule	技未形態·刈曲/face to fa	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
		HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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+

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

Conequie	10 10元·小山nace to face		
No.	Theme	Contents	
1	Orientation, CEFR,	Orientation, CEFR	
	Pre-task, Reading,	Self-evaluation, Pre-task	
	Writing	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,	Share Writing and Discuss	
	Listening,	Listening Skill: Note-taking	
	Presentation Skills	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,	Short Speeches and Discussion	
	Reading, Debate	Reading Skill: Summarizing	
	Skills	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
6	Final Presentations, CEFR, Course Review	HW: Practice Final Presentation Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
•		

9 10 11

12

8

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).

ERP CE1 (Ichigaya): Intensive English 1

ERP講師

Credit(s):1 | Semester: $\forall \neg - \forall \neg \lor \exists \lor /$ 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,	Orientation, CEFR
	Pre-task, Reading,	Self-evaluation, Pre-task
	Writing	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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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 7	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

9 10 11

12

8

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).

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

Schedule	「我未形態·利曲/face to	lace
No.	Theme	Contents
1	Orientation, CEFR,	Orientation, CEFR
	Pre-task, Reading,	Self-evaluation, Pre-task
	Writing	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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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
5	Writing, Discussion, Reading, Presentation	Article 4 Share Writing and Discuss Reading Skill: Building
	Skills	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
7		Course Review and Wrap up

9 10 11

8

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

1 12 11 .

101

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 Orientation, CEFR Orientation, CEFR, 1 Pre-task, Reading, Self-evaluation, Pre-task Writing 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 Share Writing and Discuss Writing, Discussion, 2 Listening Skill: Note-taking Listening. Presentation Skills 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 Short Speeches and Discussion Speech, Discussion, 3 Reading Skill: Summarizing Reading, Debate Skills 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,	Evaluated Debate and Feedback
	Writing, Discussion,	Listening Skill: Listening for
	Reading&Listening	Details
	Test	Listen and Discuss Article 4:
		Fantastic Festivals
		Writing Skills: Linking Ideas
		Reading &Listening Test
		HW: Write 250 words about
		Article 4
-	W D	
5	Writing, Discussion,	Share Writing and Discuss
	Reading, Presentation	Reading Skill: Building
	Skills	Vocabulary
		Read and Discuss Article 5: Mood
		Music
		Presentation Skills: Language
		Presentation Skills: Delivery
		HW: Practice Final Presentation
6	Final Presentations,	Final Presentation Preparation
	CEFR, Course Review	and Practice
	,	Evaluated Final Presentations &
		Feedback
		CEFR Self-evaluation and action
		planning
		Course Review and Wrap up
7		Course neview and wrap up
1		

-

D1 / T. / ·

9 10 11

12

8

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+

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

 $\cdot \,$ improve pronunciation to maintain a clear diction understandable by native speakers

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot communicate actively by employing simple strategies for explaining, checking and confirming

• express opinions supported by simple reasoning

 $\cdot \,$ 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】

Crieidwork in C なし /No

.

【Schedule】授業形態:オンライン/online

No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Entertainment	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
0	D' ' 0	"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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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:

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

 $\cdot\,$ improve pronunciation to maintain a clear diction understandable by native speakers

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot express opinions supported by simple reasoning

 $\cdot \,$ 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 &	Course preview
	introductions	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; parts a-b
	Entertainment	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	Presentation 3 continued - 10%
	continued	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
	praiming	

_

[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]

10

TT 11 11 m

· 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:

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:

 \cdot compose complex, multi-clause English sentences and become familiar with standard conjunctions

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

 \cdot improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 \cdot engage in and lead simple discussions on a range of topics

 $\cdot\,$ manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad

 \cdot communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot 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

[Schedule]	授業形態:対面/face to fa	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 4: Describing	Describing with Space Order
	with Space Order	CEFR Self-Evaluation (Initial)
	-	HW: Prepare a discussion topic
		based on Chapter 4
3	Chapter 4: Describing	Describing with Space Order
	with Space Order	Discussion
		HW: Writing 1 Draft
4	Chapter 4: Describing	Describing with Space Order
	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	Writing 1 Final feedback
	feedback	Chapter 5: Stating Reasons and
		Using Examples
		HW: Prepare a discussion topic
		based on Chapter 5
7	Chapter 5: Stating	Stating Reasons and Using
	Reasons and Using	Examples
	Examples	Discussion
		HW: Writing 2 Draft

8	Chapter 5: Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review
9	Writing 2 Final DUE	HW: Writing 2 Final Writing 2 Final DUE - 10% Discussion 2 - 10% Chapter 5: Stating Reasons and
10	Writing 2 Final	Using Examples HW: Review Chapter 5 Writing 2 Final feedback
10	feedback	Chapter 6: Expressing Your
		Opinion
		HW: Prepare a discussion topic
11		based on Chapter 6
11	Chapter 6: Expressing Your Opinion	Expressing Your Opinion Discussion
	four Opinion	HW: Writing 3 Draft
12	Chapter 6: Expressing	Expressing Your Opinion
	Your Opinion	Writing 3 Draft pair review
	1	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 Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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:

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:

 \cdot compose complex, multi-clause English sentences and become familiar with standard conjunctions

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

 \cdot improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 \cdot engage in and lead simple discussions on a range of topics

 $\cdot\,$ manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot confidently express opinions supported by simple reasoning

 $\cdot\,$ 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

Schedule	技未形態·刈囲/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 4: Describing	Describing with Space Order
	with Space Order	CEFR Self-Evaluation (Initial)
		HW: Prepare a discussion topic
		based on Chapter 4
3	Chapter 4: Describing	Describing with Space Order
	with Space Order	Discussion
		HW: Writing 1 Draft
4	Chapter 4: Describing	Describing with Space Order
	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	Writing 1 Final feedback
	feedback	Chapter 5: Stating Reasons and
		Using Examples
		HW: Prepare a discussion topic
		based on Chapter 5
7	Chapter 5: Stating	Stating Reasons and Using
	Reasons and Using	Examples
	Examples	Discussion
		HW: Writing 2 Draft

 8 Chapter 5: Stating Reasons and Using Examples 9 Writing 2 Final DUE 10 Writing 2 Final 11 Chapter 6: Expressing 12 Chapter 6: Expressing 13 Writing 3 Final DUE 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 16 Writing 3 Final 17 Chapter 6: Expressing 18 Writing 3 Final DUE 19 Writing 3 Final 10 Writing 3 Final 11 Writing 3 Final 12 Chapter 6: Expressing 13 Writing 3 Final DUE 14 Writing 3 Final 15 Writing 3 Final DUE 16 Writing 3 Final 17 Writing 3 Final 18 Writing 3 Final DUE 19 Writing 3 Final 10 Writing 3 Final 11 Writing 3 Final 12 Writing 3 Final DUE 13 Writing 3 Final DUE 14 Writing 3 Final 15 Writing 3 Final DUE 16 Writing 3 Final 17 Writing 3 Final DUE 18 Writing 3 Final DUE 19 Writing 3 Final 10 Writing 3 Final 11 Writing 3 Final 12 Writing 3 Final DUE 10 Writing 3 Final 13 Writing 3 Final DUE 14 Writing 3 Final 15 Writing 3 Final 16 Writing 3 Final 17 Writing 3 Final 18 Writing 3 Final 19 Writing 3 Final 10 Writing 3 Final 11 Writing 3 Final 12 Writing 3 Final 13 Writing 3 Final 14
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 Writing 2 Final feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Your Opinion Discussion HW: Writing 3 Draft 12 Chapter 6: Expressing Your Opinion Writing 3 Draft 13 Writing 3 Final DUE 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) /
 9 Writing 2 Final DUE 10 Writing 2 Final 11 Chapter 6: Expressing 12 Chapter 6: Expressing 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 16 Writing 3 Final DUE 17 Writing 3 Final DUE 18 Writing 3 Final DUE 19 Writing 3 Final DUE 10 Writing 3 Final DUE 11 Writing 3 Final DUE 12 Chapter 6: Expressing 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 16 Writing 3 Final DUE 17 Writing 3 Final DUE 18 Writing 3 Final DUE 19 Writing 3 Final DUE 10 Writing 3 Final DUE 11 Writing 3 Final DUE 12 Writing 3 Final DUE 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 16 Writing 3 Final DUE 17 Writing 3 Final DUE 18 Writing 3 Final DUE 19 Writing 3 Final DUE 10 Writing 3
 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 Writing 2 Final feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Expressing Your Opinion Your Opinion HW: Writing 3 Draft 12 Chapter 6: Expressing Your Opinion Writing 3 Draft 13 Writing 3 Final DUE Writing 3 Final DUE Uriting 3 Final DUE HW: Writing 3 Final Writing 3 Final DUE HW: Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
 Discussion 2 - 10% Chapter 5: Stating Reasons and Using Examples HW: Review Chapter 5 Writing 2 Final Writing 2 Final feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 Chapter 6: Expressing Expressing Your Opinion Your Opinion HW: Writing 3 Draft Chapter 6: Expressing Expressing Your Opinion Your Opinion Writing 3 Draft Chapter 6: Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final Writing 3 Final DUE Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
Using Examples HW: Review Chapter 5 10 Writing 2 Final Writing 2 Final feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Expressing Your Opinion Your Opinion Discussion HW: Writing 3 Draft 12 Chapter 6: Expressing Your Opinion Writing 3 Draft 13 Writing 3 Final DUE Writing 3 Final 13 Writing 3 Final DUE Writing 3 Final 14 Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final)/
Using Examples HW: Review Chapter 5 10 Writing 2 Final Writing 2 Final feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Expressing Your Opinion Your Opinion Discussion HW: Writing 3 Draft 12 Chapter 6: Expressing Your Opinion Writing 3 Draft 13 Writing 3 Final DUE Writing 3 Final 13 Writing 3 Final DUE Writing 3 Final 14 Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final)/
 HW: Review Chapter 5 Writing 2 Final Gedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 Chapter 6: Expressing Expressing Your Opinion Your Opinion Piscussion HW: Writing 3 Draft Chapter 6: Expressing Your Opinion Your Opinion Writing 3 Draft Chapter 6: Expressing Your Opinion Writing 3 Final DUE Writing 3 Final DUE Writing 3 Final DUE Writing 3 Final DUE Chapter 6: Expressing Your Opinion Writing 3 Final DUE Chapter 6: Expressing Your Opinion Chapter 6: Expressing Your Opinion Writing 3 Final DUE Writing 3 Final DUE Chapter 6: Expressing Your Opinion Chapter 6: Expressing Your Opinion
feedback feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Expressing Your Opinion Your Opinion Your Opinion Your Opinion Your Opinion Your Opinion Your Opinion Your Opinion 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) /
11 Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6 11 Chapter 6: Expressing Your Opinion Expressing Your Opinion 12 Chapter 6: Expressing Your Opinion HW: Writing 3 Draft 13 Writing 3 Final DUE Writing 3 Final Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion 13 Writing 3 Final DUE Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your
 HW: Prepare a discussion topic based on Chapter 6 Chapter 6: Expressing Your Opinion Expressing Your Opinion HW: Writing 3 Draft Chapter 6: Expressing Your Opinion Writing 3 Final DUE Writing 3 Final DUE Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion Chapter 6: Expressing Your Discussion 3 – 10% Chapter 6: Expressing Your Chapter 6: Expressing Your
 based on Chapter 6 Chapter 6: Expressing Expressing Your Opinion Your Opinion Your Opinion Chapter 6: Expressing Your Opinion Your Opinion Writing 3 Draft Chapter 6: Expressing Your Opinion Writing 3 Final DUE Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
 11 Chapter 6: Expressing Your Opinion Your Opinion 12 Chapter 6: Expressing Expressing Your Opinion Your Opinion 12 Chapter 6: Expressing Expressing Your Opinion Your Opinion 13 Writing 3 Final DUE 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
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 13 Writing 3 Final DUE Writing 3 Final DUE 14 Opinion Chapter 6: Expressing Your Opinion 15 Chapter 6: Expressing Your Opinion 16 CEFR Self-Evaluation (Final) /
 HW: Writing 3 Draft Chapter 6: Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final Writing 3 Final DUE Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
 12 Chapter 6: Expressing Expressing Your Opinion Your Opinion 13 Writing 3 Final DUE 13 Writing 3 Final DUE 14 Writing 3 Final DUE 15 Writing 3 Final DUE 16 Writing 3 Final DUE 17 Writing 3 Final DUE 18 Writing 3 Final DUE 19 Writing 3 Final DUE 10% 10%<
Your Opinion Your Opinion Writing 3 Draft pair review HW: Writing 3 Final Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
HW: Writing 3 Final HW: Writing 3 Final Writing 3 Final DUE Writing 3 Final DUE - 10% Discussion 3 - 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
13 Writing 3 Final DUE Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) /
Opinion CEFR Self-Evaluation (Final) /
CEFR Self-Evaluation (Final) /
HW: Review Chapter 6
Prepare a short speech on "What I learned in this course"
14 Writing 3 Final Writing 3 Final feedback feedback Course review /Study planning
Work to be done outside of close (properation, etc.)

[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:

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

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot 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

 \cdot 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

 \cdot build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	· 按耒形態·刈Ⅲ/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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

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

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot 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

 \cdot 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

 \cdot build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

-a 0/110		
[Schedule]	e】授業形態:オンライン/online	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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

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:

 $\cdot\,$ compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions

 $\cdot\,$ write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles

 \cdot engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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 &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Paragraphs
	Paragraphs	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Definition	Definition Paragraphs
	Paragraphs	Discussion
	0 1	HW: Writing 1 Draft
6	Chapter 6: Definition	Definition Paragraphs
	Paragraphs	Writing 1 Draft pair review
	0 1	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
9	Chapter 7: Cause / Effect Paragraphs	HW: Writing 2 Draft 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
11	Writing 2 Final feedback	HW: Review Chapter 7 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]

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

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:

 $\cdot\,$ 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles

 \cdot engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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 &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Paragraphs
	Paragraphs	Discussion
	0 1	CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Definition	Definition Paragraphs
	Paragraphs	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Definition	Definition Paragraphs
	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 /	Cause /Effect Paragraphs
	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	Writing 2 Final feedback
	feedback	Chapter 10: Opinion Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 10: Opinion	Opinion Essays
	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	Writing 3 Final feedback
	feedback	Course review /Study planning
Nork to k	a dana autaida af alaaa (r	reportion eta)

[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): Discussion: Advanced II	Oral	Presentation	&

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 $\cdot\,$ expand ability to listen to academic presentations and complex multiparty interactions

 $\cdot\,$ engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 $\cdot\,$ expand analysis and research skills by using data to support discussions and presentations in class

 \cdot 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

Schedule	技耒形態:オンフイン/on	line
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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
	0 1	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: Trave	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	Course review /Study planning
**	planning	course review /study plaining

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

[Prerequisites]

English proficiency requirement:

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

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 $\cdot\,$ expand ability to listen to academic presentations and complex multiparty interactions

 \cdot engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot \,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 $\cdot\,$ expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Schedule	我未形態·利田/face to fa	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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: Trave	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

 \cdot be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 $\cdot\,$ learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others

 \cdot deepen vocabulary related to target topics through in-class and further reading /research

 \cdot develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles

 $\cdot\,$ engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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

	12 × 17 milliace to 1	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Essays
	Essays	Discussion
	-	CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Essays
	Essays	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Essays
	Essays	Writing Practice Final group
	-	review
		HW: Review Chapter 5
5	Chapter 6: Cause /	Cause /Effect Essays
	Effect Essays	Discussion
	-	HW: Writing 1 Draft
6	Chapter 6: Cause /	Cause /Effect Essays
	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	Writing 1 Final feedback
	feedback	Chapter 7: Comparison /Contrast
		Essays
		Discussion
		HW: Writing 2 Draft
9	Chapter 7:	Comparison /Contrast Essays
	Comparison /Contrast	Writing 2 Draft pair review
	Essays	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	Writing 2 Final feedback
	feedback	Chapter 8: Argumentative Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 8:	Argumentative Essays
	Argumentative	Writing 3 Draft pair review
	Essays	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	feedback	Course review /Study planning
5		

[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.

1 12: 1 6 11 1

LANe100LD (英語 / English language education 100)

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

Ryan Olimer

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

 \cdot be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 $\cdot\,$ learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others

 \cdot 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

 $\cdot\,$ 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

 \cdot 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

	12/2/1/2014 0 1 0 10	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Essays
	Essays	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Essays
	Essays	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Essays
	Essays	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Cause /	Cause /Effect Essays
	Effect Essays	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Cause /	Cause /Effect Essays
	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	Writing 1 Final feedback
	feedback	Chapter 7: Comparison /Contrast
		Essays
		Discussion
		HW: Writing 2 Draft
9	Chapter 7:	Comparison /Contrast Essays
	Comparison /Contrast	Writing 2 Draft pair review
	Essays	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	Writing 2 Final feedback
	feedback	Chapter 8: Argumentative Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 8:	Argumentative Essays
	Argumentative	Writing 3 Draft pair review
	Essays	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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 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 $\[1ex]$ iBT 61+, TOEFL $\[1ex]$ ITP 500+, TOEIC $\[1ex]$ 625+, IELTS 6.0+ or EIKEN $\[1ex]$ 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.

LANEIU	ULD (英語	r / English language e	ducation 10	0)	
		(Ichigaya): Advanced II	Oral	Presentation	&

IAN-100ID (本新 / Exalish law manage a decention 100)

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to academic presentations and complex multiparty interactions

 \cdot engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 $\cdot\,$ expand analysis and research skills by using data to support discussions and presentations in class

 \cdot 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

Schedule	′反耒形態·刈Ⅲ/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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: Trave	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+

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

 \cdot be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 $\cdot\,$ learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others

 \cdot deepen vocabulary related to target topics through in-class and further reading /research

 \cdot develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles

 $\cdot\,$ 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

 \cdot 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 &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Essays
	Essays	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Essays
	Essays	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Essays
	Essays	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Cause /	Cause /Effect Essays
	Effect Essays	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Cause /	Cause /Effect Essays
	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
6	Effect Essays Chapter 6: Cause / Effect Essays	Discussion HW: Writing 1 Draft Cause /Effect Essays Writing 1 Draft pair review HW: Writing 1 Final Writing 1 Final DUE - 10% Discussion 1 - 10% Chapter 6: Cause /Effect Essays

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	Writing 2 Draft pair review
	Essays	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	Writing 2 Final feedback
	feedback	Chapter 8: Argumentative Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 8:	Argumentative Essays
	Argumentative	Writing 3 Draft pair review
	Essays	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	feedback	Course review /Study planning
That I i i		1 A A

[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+

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 Theme Contents No. Orientation, CEFR. Orientation, CEFR 1 Pre-task, Reading, Self-evaluation, Pre-task 2

	110-task, neading,	Sell-evaluation, 11e-task
	Writing	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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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
7		planning Course Review and Wrap up

9 10 11

12

8

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).

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

Schedule	「我未形態·利曲/face to	lace
No.	Theme	Contents
1	Orientation, CEFR,	Orientation, CEFR
	Pre-task, Reading,	Self-evaluation, Pre-task
	Writing	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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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 8		

9 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 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).

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

Theme **A**---+-

No.	Theme	Contents
1	Orientation, CEFR,	Orientation, CEFR
	Pre-task, Reading,	Self-evaluation, Pre-task
	Writing	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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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		1 1

9 10 11

8

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+

Evaluated Debate and Feedback

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 Orientation, CEFR, Orientation, CEFR 1 Pre-task, Reading, Self-evaluation, Pre-task Writing 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,	Share Writing and Discuss
	Listening,	Listening Skill: Note-taking
	Presentation Skills	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,	Short Speeches and Discussion
	Reading, Debate	Reading Skill: Summarizing
	Skills	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,	Evaluated Depate and Feedback
	Writing, Discussion,	Listening Skill: Listening for
	Reading&Listening	Details
	Test	Listen and Discuss Article 4:
		Fantastic Festivals
		Writing Skills: Linking Ideas
		Reading & Listening Test
		HW: Write 250 words about
		Article 4
5	Writing, Discussion,	Share Writing and Discuss
	Reading, Presentation	Reading Skill: Building
	Skills	Vocabulary
		Read and Discuss Article 5: Mood
		Music
		Presentation Skills: Language
		Presentation Skills: Delivery
		HW: Practice Final Presentation
6	Final Presentations,	Final Presentation Preparation
	CEFR, Course Review	and Practice
		Evaluated Final Presentations &
		Feedback
		CEFR Self-evaluation and action
		planning
		Course Review and Wrap up
7		

Debate Listening

9 10

11 12

8

4

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 $\circledast~$ iBT 52+, TOEFL $\circledast~$ ITP 470+, TOEIC $\circledast~$ 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	
I	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

 \cdot 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

 \cdot 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

	12米加热·利田/Iace to Ia	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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"

Discussion 2	Discussion 2 – 10% Unit 4: Free Time; parts c-e
	HW: Unit 4 review
Unit 5: Food	Food; parts a-b
	HW: Prepare a short speech on
	"Food"
Discussion 3	Discussion 3 – 10%
	Food; parts c-e
	HW: Unit 5 review
	Prepare and practice Presentation
	3
Presentation 3	Presentation 3 – 10%
	Unit 6: Past Lives; parts a-b
	HW: Review /Prepare
	Presentation 3
Presentation 3	Presentation 3 continued – 10%
continued	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"
Course review /Study planning	Course review /Study planning
	Unit 5: Food Discussion 3 Presentation 3 Presentation 3 continued

[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 $\ensuremath{\widehat{\mathbf{0}}}$ iBT 45-51, TOEFL $\ensuremath{\widehat{\mathbf{0}}}$ ITP 450-469, TOEIC $\ensuremath{\widehat{\mathbf{0}}}$ 500-549, IELTS 5.0 or EIKEN $\ensuremath{\widehat{\mathbf{0}}}$ CSE2.0 2200+ or English Placement Test a 640-689

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

 \cdot 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

 $\cdot\,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

	12未加速·所面/face to	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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"

Discussion 2	Discussion 2 – 10% Unit 4: Free Time; parts c-e
	HW: Unit 4 review
Unit 5: Food	Food; parts a-b
	HW: Prepare a short speech on
	"Food"
Discussion 3	Discussion 3 – 10%
	Food; parts c-e
	HW: Unit 5 review
	Prepare and practice Presentation
	3
Presentation 3	Presentation 3 – 10%
	Unit 6: Past Lives; parts a-b
	HW: Review /Prepare
	Presentation 3
Presentation 3	Presentation 3 continued – 10%
continued	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"
Course review /Study planning	Course review /Study planning
	Unit 5: Food Discussion 3 Presentation 3 Presentation 3 continued

[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~ 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

Schedule	技术形态·利田/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Describing	Describing People
	People	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Prepare a discussion topic
		based on Chapter 1
3	Chapter 1: Describing	Describing People
	People	Discussion
		HW: Writing 1 Draft
4	Chapter 1: Describing	Describing People
	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	Writing 1 Final feedback
	feedback	Chapter 2: Listing-Order
		Paragraphs
		HW: Prepare a discussion topic
		based on Chapter 2

7	Chapter 2: Listing-Order	Listing-Order Paragraphs Discussion
	Paragraphs	HW: Writing 2 Draft
8	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Writing 2 Draft pair review
_	Paragraphs	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	Writing 2 Final feedback
	feedback	Chapter 3: Giving Instructions
		HW: Prepare a discussion topic
		based on Chapter 3
11	Chapter 3: Giving	Giving Instructions
	Instructions	Discussion
		HW: Writing 3 Draft
12	Chapter 3: Giving	Giving Instructions
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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

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

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

· improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 $\cdot\,$ 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

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot 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

[Ochequie]	12米川が高・M 面/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Describing	Describing People
	People	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Prepare a discussion topic
		based on Chapter 1
3	Chapter 1: Describing	Describing People
	People	Discussion
		HW: Writing 1 Draft
4	Chapter 1: Describing	Describing People
	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	Writing 1 Final feedback
	feedback	Chapter 2: Listing-Order
		Paragraphs
		HW: Prepare a discussion topic
		based on Chapter 2

7	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Discussion
	Paragraphs	HW: Writing 2 Draft
8	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Writing 2 Draft pair review
	Paragraphs	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	Writing 2 Final feedback
	feedback	Chapter 3: Giving Instructions
		HW: Prepare a discussion topic
		based on Chapter 3
11	Chapter 3: Giving	Giving Instructions
	Instructions	Discussion
		HW: Writing 3 Draft
12	Chapter 3: Giving	Giving Instructions
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ 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

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	1文未形思·凡面/Iace to	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Transportation	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
0	D: : 0	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	Presentation 3 continued – 10%
	continued	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:

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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Conequie	技术形态·州面/Iace to	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Transportation	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:

	LANe100LD (英語 / English language education 100)	
	ERP CE2 (Tama): Writing &Discussion: Higher- Intermediate I	
	Sandor Dome	
ļ	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:

 \cdot 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ 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

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot express opinions supported by logical reasoning and convincing evidence

 $\cdot \;$ 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 Orientation & Course preview 1 introductions Study planning HW: Write down three SMART learning goals for this course Chapter 1: Academic Academic Paragraphs 2 Paragraphs Discussion CEFR Self-Evaluation (Initial) HW: Writing Practice Draft Chapter 1: Academic Academic Paragraphs 3 Writing Practice Draft pair review Paragraphs HW: Writing Practice Final Chapter 1: Academic Academic Paragraphs 4 Writing Practice Final group Paragraphs review HW: Review Chapter 1 5 Chapter 2: Narrative Narrative Paragraphs Paragraphs Discussion HW: Writing 1 Draft 6 Chapter 2: Narrative Narrative Paragraphs 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.

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:

 \cdot 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ 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

 \cdot express opinions supported by logical reasoning and convincing evidence

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

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 multiparty interactions

 engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot 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

 \cdot 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

Schedule	授耒形態: 対 囬/face to f	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
		HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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
9	Discussion 2	"Opportunities" 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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

ERP CE3 (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 multiparty interactions

 engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot 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

 $\cdot\,$ 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]

ェレ/No

【Schedule】授業形態:対面/face to face

Schedule	′反耒形態·刈Ⅲ/Iace to I	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
	•	HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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	Presentation 3 continued - 10%
	continued	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 Olimer 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 multiparty interactions

 engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot 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

 \cdot 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

[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Unit 1: Culture and	Culture and Identity; parts a-b
	Identity	CEFR self-evaluation (Initial)
		HW: Prepare a short speech on
		"Culture and Identity"
3	Unit 1: Culture and	Culture and Identity; parts c-e
	Identity	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	Presentation 3 continued – 10%
	continued	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 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test a 730+

ERP CE3 (Tama): Writing & Discussion: Advanced

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:

 \cdot write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics

 \cdot 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

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence

 $\cdot \,$ 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 Content

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

 \cdot write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics

 \cdot be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 \cdot 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

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence

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

ERP CE3 (Tama): Writing & Discussion: Advanced

Matt Fuller

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

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

 \cdot 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. 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 f	face		
No.	Theme	Contents		
1	Orientation &	Course preview		
	introductions	Study planning		
		HW: Write down three SMART		
		learning goals for this course		
2	Chapter 1: Paragraph	Paragraph Structure		
	Structure	Discussion		
		CEFR Self-Evaluation (Initial)		
_		HW: Writing Practice Draft		
3	Chapter 1: Paragraph	Paragraph Structure		
	Structure	Writing Practice Draft pair review		
		HW: Writing Practice Final		
4	Chapter 1: Paragraph	Paragraph Structure		
	Structure	Writing Practice Final group review		
5	Chapter 9. Unity and	HW: Review Chapter 1 Unity and Coherence		
5	Chapter 2: Unity and Coherence	Discussion		
	Conerence	HW: Writing 1 Draft		
6	Chapter 2: Unity and	Unity and Coherence		
0	Coherence	Writing 1 Draft pair review		
	concrence	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
11	Writing 2 Final feedback	HW: Review Chapter 3 Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion
12	Chapter 4: From Paragraph to Essay	HW: Writing 3 Draft 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 Prepare a short speech on "What I
14	Writing 3 Final feedback	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

 $\cdot\,$ improve pronunciation to maintain a clear diction understandable by native speakers

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot communicate actively by employing simple strategies for explaining, checking and confirming

• express opinions supported by simple reasoning

 $\cdot\,$ 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 &	Course preview
	introductions	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; parts a-b
	Entertainment	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
0		2
8	Presentation 2	Presentation 2 – 10%
		Unit 10: Learning; parts a-b
		HW: Prepare a short speech on
9	Discussion 2	"Learning" Discussion 2 – 10%
J	Discussion 2	Unit 10: Learning; parts c-e
		HW: Unit 10 review
		nw. Unit to review

10	Unit 11: Tourism	Tourism; parts a-b
10	Chit II. Iourishi	HW: Prepare a short speech on
		"Tourism"
11	Discussion 3	Discussion 3 – 10%
11	Discussion 5	Discussion o 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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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

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

Ryan Olimer

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

 $\cdot \,$ improve pronunciation to maintain a clear diction understandable by native speakers

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot express opinions supported by simple reasoning

 $\cdot \,$ 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.)]

(Fieldwork in class)

なし/No

あり /Ves

【Schedule】授業形態:対面/face to face

No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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; parts a-b
	Entertainment	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 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

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:

 \cdot compose complex, multi-clause English sentences and become familiar with standard conjunctions

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

 \cdot improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 \cdot engage in and lead simple discussions on a range of topics

 $\cdot\,$ manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad

 \cdot communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot 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

Schedule	按耒形態: 灯囬/face to fa	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 4: Describing	Describing with Space Order
	with Space Order	CEFR Self-Evaluation (Initial)
	-	HW: Prepare a discussion topic
		based on Chapter 4
3	Chapter 4: Describing	Describing with Space Order
	with Space Order	Discussion
		HW: Writing 1 Draft
4	Chapter 4: Describing	Describing with Space Order
	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	Writing 1 Final feedback
	feedback	Chapter 5: Stating Reasons and
		Using Examples
		HW: Prepare a discussion topic
		based on Chapter 5
7	Chapter 5: Stating	Stating Reasons and Using
	Reasons and Using	Examples
	Examples	Discussion
		HW: Writing 2 Draft

8	Chapter 5: Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review
	Платрюб	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	Writing 2 Final feedback
	feedback	Chapter 6: Expressing Your
		Opinion
		HW: Prepare a discussion topic
		based on Chapter 6
11	Chapter 6: Expressing	Expressing Your Opinion
	Your Opinion	Discussion
		HW: Writing 3 Draft
12	Chapter 6: Expressing	Expressing Your Opinion
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	feedback	Course review /Study planning
F 147 1 1 1		1 A A

[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

0 100

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

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot 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

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 $\cdot\,$ express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view

 \cdot build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

	12未加於 · M面/Iace to I	acc
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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 eut has eeen teaching in Japan for the last 12 years. He has many years of experience teaching English at University and College estaelishments in Tokyo as well as some corporate classes. He prides himself on eeing professional at all times in the workplace. His lessons plans are always well prepared, and he is aele to create classes that keep his students engaged whilst always delivering the targeted lesson material of the class. His students always appreciate his friendly and easy to approach nature. He enjoys working with students, sharing his English communication expertise as well as euilding students' confidence and determination to achieve the most demanding goals.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot 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

 \cdot 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

 \cdot build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	「技未形態·刈囲/Iace to」	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	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:

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:

 $\cdot\,$ 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles

 \cdot engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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 &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Paragraphs
	Paragraphs	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Definition	Definition Paragraphs
	Paragraphs	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Definition	Definition Paragraphs
	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 /	Cause /Effect Paragraphs
	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
11	W W SE I	HW: Review Chapter 7
11	Writing 2 Final feedback	Writing 2 Final feedback
	Teedback	Chapter 10: Opinion Essays Discussion
		Discussion
12	Charter 10: Origina	HW: Writing 3 Draft Opinion Essays
12	Chapter 10: Opinion Essays	Writing 3 Draft pair review
	Essays	HW: Writing 3 Final
13	Writing 3 Final DUE	Writing 3 Final DUE – 10%
10	Witting 5 Final DOE	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	Writing 3 Final feedback
	feedback	Course review /Study planning
5 • • • • •		

[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 studentcered lessons; where they have opportunities to share their knowledge and language with ample encouragement and clear guidance. Stephen's students have praised him for his professional manner and his excellent knowledge of the subjects he is teaching.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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:

 $\cdot\,$ compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions

 $\cdot\,$ write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles

 \cdot 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

 \cdot 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

Theme	Contents
Orientation &	Course preview
introductions	Study planning
	HW: Write down three SMART
	learning goals for this course
Chapter 5: Process	Process Paragraphs
Paragraphs	Discussion
	CEFR Self-Evaluation (Initial)
	HW: Writing Practice Draft
Chapter 5: Process	Process Paragraphs
Paragraphs	Writing Practice Draft pair review
	HW: Writing Practice Final
Chapter 5: Process	Process Paragraphs
Paragraphs	Writing Practice Final group
	review
	HW: Review Chapter 5
Chapter 6: Definition	Definition Paragraphs
Paragraphs	Discussion
	HW: Writing 1 Draft
Chapter 6: Definition	Definition Paragraphs
Paragraphs	Writing 1 Draft pair review
	HW: Writing 1 Final
Writing 1 Final DUE	Writing 1 Final DUE – 10%
	Discussion 1 – 10%
	Chapter 6: Definition Paragraphs
	HW: Review Chapter 6
	Orientation & introductions Chapter 5: Process Paragraphs Chapter 5: Process Paragraphs Chapter 5: Process Paragraphs Chapter 6: Definition Paragraphs Chapter 6: Definition Paragraphs

8	Writing 1 Final feedback	Writing 1 Final feedback Chapter 7: Cause /Effect Paragraphs Discussion
		HW: Writing 2 Draft
9	Chapter 7: Cause /	Cause /Effect Paragraphs
	Effect Paragraphs	Writing 2 Draft pair review
	0 1	HW: Writing 2 Final
10	Writing 2 Final DUE	Writing 2 Final DUE – 10%
	Ū.	Discussion 2 – 10%
		Chapter 7: Cause /Effect
		Paragraphs
		HW: Review Chapter 7
11	Writing 2 Final	Writing 2 Final feedback
	feedback	Chapter 10: Opinion Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 10: Opinion	Opinion Essays
	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
14	W. '.' . O.E' 1	learned in this course"
14	Writing 3 Final feedback	Writing 3 Final feedback
		Course review /Study planning
Mark to k	o dana autoida of alaaa (r	reportion at 1

[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:

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to academic presentations and complex multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Conecule	技术/// · // 面//ace to h	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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: Trave	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	Course review /Study planning
14	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+

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

LANe100LD (英語 / English language education 100)

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 $\cdot\,$ expand ability to listen to academic presentations and complex multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 $\cdot\,$ expand analysis and research skills by using data to support discussions and presentations in class

 \cdot 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

Schedule	技未形態·刈囲/Iace to Ia	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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
	0 1	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: Trave	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	Course review /Study planning
	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+

ERP CE3 (Tama): Writing & Discussion: Advanced

Ryan Olimer

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

 $\cdot\,$ 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

	12人////////////////////////////////////	
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Essays
	Essays	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Essays
	Essays	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Essays
	Essays	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Cause /	Cause /Effect Essays
	Effect Essays	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Cause /	Cause /Effect Essays
	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
9	Chapter 7: Comparison /Contrast Essays	HW: Writing 2 Draft 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 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 (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 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test a 730+

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

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

 $\cdot\,$ be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 $\cdot\,$ learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others

 \cdot 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

 \cdot engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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

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

8	Writing 1 Final	Writing 1 Final feedback
	feedback	Chapter 7: Comparison /Contrast
		Essays Discussion
		HW: Writing 2 Draft
9	Chanten 7	Comparison /Contrast Essays
9	Chapter 7:	1 0
	Comparison /Contrast	Writing 2 Draft pair review
10	Essays Writing 2 Final DUE	HW: Writing 2 Final
10	writing 2 Final DOE	Writing 2 Final DUE – 10% Discussion 2 – 10%
		Chapter 7: Comparison /Contrast
		Essays HW: Review Chapter 7
11	Writing 2 Final	Writing 2 Final feedback
11	feedback	Chapter 8: Argumentative Essays
	leeuback	Discussion
		HW: Writing 3 Draft
12	Chanton 8.	Argumentative Essays
12	Chapter 8:	Writing 3 Draft pair review
	Argumentative Essays	HW: Writing 3 Final
13	Writing 3 Final DUE	Writing 3 Final DUE – 10%
10	Witting 5 Final DOL	Discussion 3 – 10%
		Chapter 8: Argumentative Essays
		CEFR Self-Evaluation (Final) /
		Student surveys
		HW: Review Chapter 8
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
1-1	feedback	Course review /Study planning
	leeuback	

[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:

 $\rm TOEFL^{\textcircled{0}}$ iBT 61+, TOEFL 0 ITP 500+, TOEIC 0 625+, IELTS 6.0+ or EIKEN 0 CSE2.0 2400+ or English Placement Test a 730+

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to academic presentations and complex multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot \,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Conequie	技术形态·对面/Iace to I	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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: Trave	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	Course review /Study planning
14	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		
¹ Credit(s)∶1 Semester∶春学期授業/Spring Year∶1~ 4 Desr@united; (t 2/Tue 2		
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

 \cdot 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

 \cdot communicate actively by employing simple strategies for explaining, checking and confirming

 $\cdot\,$ 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

	12天小芯·AI II/Iace to lace		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	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	Presentation 3 continued - 10%
	continued	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	Course review /Study planning
	planning	gady premining

[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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

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

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

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

· improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

 $\cdot\,$ 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

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

· confidently express opinions supported by simple reasoning

 $\cdot\,$ 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

Conecute	技术形态·利田//ace to face		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Chapter 1: Describing	Describing People	
	People	Discussion	
		CEFR Self-Evaluation (Initial)	
		HW: Prepare a discussion topic	
		based on Chapter 1	
3	Chapter 1: Describing	Describing People	
	People	Discussion	
		HW: Writing 1 Draft	
4	Chapter 1: Describing	Describing People	
	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	Writing 1 Final feedback	
	feedback	Chapter 2: Listing-Order	
		Paragraphs	
		HW: Prepare a discussion topic	
		based on Chapter 2	

7	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Discussion
	Paragraphs	HW: Writing 2 Draft
8	Chapter 2:	Listing-Order Paragraphs
	Listing-Order	Writing 2 Draft pair review
	Paragraphs	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	Writing 2 Final feedback
	feedback	Chapter 3: Giving Instructions
		HW: Prepare a discussion topic
		based on Chapter 3
11	Chapter 3: Giving	Giving Instructions
	Instructions	Discussion
		HW: Writing 3 Draft
12	Chapter 3: Giving	Giving Instructions
	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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 $% \left(\frac{1}{2} \right) = 0$

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): Discussion: Higher-Interm	Oral Presentation nediate 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:

 \cdot make presentations in English (with PowerPoint, etc.) on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ 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

 \cdot 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

 $\cdot\,$ build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Schedule	技术形态·对面/face to face		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	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; parts a-b	
	Transportation	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
0	D: : 0	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	Presentation 3 continued – 10%
	continued	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

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:

 \cdot 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

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ 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

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot express opinions supported by logical reasoning and convincing evidence

 $\cdot \;$ 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 &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Chapter 1: Academic	Academic Paragraphs	
	Paragraphs	Discussion	
		CEFR Self-Evaluation (Initial)	
		HW: Writing Practice Draft	
3	Chapter 1: Academic	Academic Paragraphs	
	Paragraphs	Writing Practice Draft pair review	
		HW: Writing Practice Final	
4	Chapter 1: Academic	Academic Paragraphs	
	Paragraphs	Writing Practice Final group	
		review	
		HW: Review Chapter 1	
5	Chapter 2: Narrative	Narrative Paragraphs	
	Paragraphs	Discussion	
		HW: Writing 1 Draft	
6	Chapter 2: Narrative	Narrative Paragraphs	
	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® TTP 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): Discussion: Advanced I	Oral	Presentation	&
Ron Reid			
Credit(s):1 Semester:春雪 4 Dav/Period:木2/Thu.2	幹期授業/S	Spring Year :	1~

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 multiparty interactions

• engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study

 $\cdot\,$ 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 \cdot expand analysis and research skills by using data to support discussions and presentations in class

 $\cdot\,$ 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

Schedule	按耒形態: 灯 囬/face to face		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Unit 1: Culture and	Culture and Identity; parts a-b	
	Identity	CEFR self-evaluation (Initial)	
		HW: Prepare a short speech on	
		"Culture and Identity"	
3	Unit 1: Culture and	Culture and Identity; parts c-e	
	Identity	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
9	Discussion 2	"Opportunities" Discussion 2 - 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5: Well-being	HW: Unit 4 review 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	o 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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

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

Ron Reid

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

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. 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 なし /No	in class]	
[Schedule]	授業形態:対面/face to f	ace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 1: Paragraph	Paragraph Structure
	Structure	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 1: Paragraph	Paragraph Structure
	Structure	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 1: Paragraph	Paragraph Structure
	Structure	Writing Practice Final group
		review
5	Observation 9: United and	HW: Review Chapter 1
5	Chapter 2: Unity and Coherence	Unity and Coherence Discussion
	Conerence	HW: Writing 1 Draft
6	Chapter 2: Unity and	Unity and Coherence
0	Coherence	Writing 1 Draft pair review
	Controlled	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
12	Chapter 4: From Paragraph to Essay	HW: Writing 3 Draft 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 Prepare a short speech on "What I
14	Writing 3 Final feedback	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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

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

 $\cdot \,$ improve pronunciation to maintain a clear diction understandable by native speakers

 $\cdot \,$ manage common situations when communicating in English both in Japan and when travelling abroad

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

· express opinions supported by simple reasoning

 $\cdot\,$ 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 &	Course preview
	introductions	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; parts a-b
	Entertainment	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	Presentation 3 continued - 10%
	continued	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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

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

 \cdot compose complex, multi-clause English sentences and become familiar with standard conjunctions

 \cdot write coherent, logical English extended paragraphs on a range of topics (300 words in length)

 \cdot build general vocabulary related to the reading, writing and discussion topics

 \cdot improve reading skills (skimming, scanning, comprehension) using short, level-appropriate articles

· engage in and lead simple discussions on a range of topics

 $\cdot\,$ manage common written communication tasks (e.g. emails) in English both in Japan and when travelling abroad

 $\cdot\,$ communicate actively by employing simple strategies for explaining, checking and confirming

 \cdot confidently express opinions supported by simple reasoning

 $\cdot\,$ 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

Schedule	技术形態·利山/lace to lace		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Chapter 4: Describing	Describing with Space Order	
	with Space Order	CEFR Self-Evaluation (Initial)	
	-	HW: Prepare a discussion topic	
		based on Chapter 4	
3	Chapter 4: Describing	Describing with Space Order	
	with Space Order	Discussion	
		HW: Writing 1 Draft	
4	Chapter 4: Describing	Describing with Space Order	
	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	Writing 1 Final feedback	
	feedback	Chapter 5: Stating Reasons and	
		Using Examples	
		HW: Prepare a discussion topic	
		based on Chapter 5	
7	Chapter 5: Stating	Stating Reasons and Using	
	Reasons and Using	Examples	
	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	
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 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). 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

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

 \cdot expand ability to listen to prepared speeches and multi-party interactions

 $\cdot\,$ engage in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot improve pronunciation to maintain a clear diction understandable by native and non-native speakers

 \cdot manage common situations when communicating in English both in Japan and when travelling abroad

 \cdot 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

 \cdot build analysis and decision-making skills through group discussion activities

 $\cdot \,$ 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

Conequie	12米/D芯·//m//ace to	lace
No.	Theme	Contents
1	Orientation &	Course preview
	introductions	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
0	D' ' 0	"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	Presentation 3 continued - 10%
	continued	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

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:

 $\cdot\,$ compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions

 $\cdot\,$ write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics

 \cdot expand specific vocabulary related to the reading, writing and discussion topics

 \cdot build understanding of the difference between spoken and written English

 $\cdot\,$ improve reading skills (summarizing, note-taking) using longer, level-appropriate academic articles

 \cdot engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

 \cdot communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming

 \cdot 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 &	Course preview
	introductions	Study planning
		HW: Write down three SMART
		learning goals for this course
2	Chapter 5: Process	Process Paragraphs
	Paragraphs	Discussion
		CEFR Self-Evaluation (Initial)
		HW: Writing Practice Draft
3	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Draft pair review
		HW: Writing Practice Final
4	Chapter 5: Process	Process Paragraphs
	Paragraphs	Writing Practice Final group
		review
		HW: Review Chapter 5
5	Chapter 6: Definition	Definition Paragraphs
	Paragraphs	Discussion
		HW: Writing 1 Draft
6	Chapter 6: Definition	Definition Paragraphs
	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
9	Chapter 7: Cause /	HW: Writing 2 Draft Cause /Effect Paragraphs
	Effect Paragraphs	Writing 2 Draft pair review
10		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	Writing 2 Final feedback
	feedback	Chapter 10: Opinion Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 10: Opinion	Opinion Essays
	Essays	Writing 3 Draft pair review
10		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	Writing 3 Final feedback
	feedback	Course review /Study planning
Nork to b	a dana autaida af alaaa (n	reportion at a)

[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 $% \left(\frac{1}{2} \right) = 0$

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 C Discussi	E3 (Koganei): ion: Advanced II	Oral	Presentation	&

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:

 \cdot make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually

 \cdot expand ability to listen to academic presentations and complex multiparty interactions

 \cdot 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

 \cdot confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence

 $\cdot\,$ expand analysis and research skills by using data to support discussions and presentations in class

 \cdot 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

Schedule	技業形態·利回/face to face		
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	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: Trave	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	
10	Unit 11: Connections	Connections; parts a-b HW: Prepare a short speech on
		"Connections"
11	Discussion 3	Discussion 3 -10%
11	Discussion 3	Discussion o 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	Comment and Star lar	
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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prereauisites]

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+

1 12: 1 6 11 1

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

 \cdot be sensitive to the importance of citation and reference in academic writing and avoid plagiarism

 $\cdot\,$ learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others

 \cdot deepen vocabulary related to target topics through in-class and further reading /research

 \cdot develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles

 $\cdot\,$ 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

 \cdot 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

Loonoadio			
No.	Theme	Contents	
1	Orientation &	Course preview	
	introductions	Study planning	
		HW: Write down three SMART	
		learning goals for this course	
2	Chapter 5: Process	Process Essays	
	Essays	Discussion	
		CEFR Self-Evaluation (Initial)	
		HW: Writing Practice Draft	
3	Chapter 5: Process	Process Essays	
	Essays	Writing Practice Draft pair review	
		HW: Writing Practice Final	
4	Chapter 5: Process	Process Essays	
	Essays	Writing Practice Final group	
		review	
		HW: Review Chapter 5	
5	Chapter 6: Cause /	Cause /Effect Essays	
	Effect Essays	Discussion	
		HW: Writing 1 Draft	
6	Chapter 6: Cause /	Cause /Effect Essays	
	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	Writing 1 Final feedback
	feedback	Chapter 7: Comparison /Contrast
		Essays
		Discussion
		HW: Writing 2 Draft
9	Chapter 7:	Comparison /Contrast Essays
	Comparison /Contrast	Writing 2 Draft pair review
	Essays	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	Writing 2 Final feedback
	feedback	Chapter 8: Argumentative Essays
		Discussion
		HW: Writing 3 Draft
12	Chapter 8:	Argumentative Essays
	Argumentative	Writing 3 Draft pair review
	Essays	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
		Prepare a short speech on "What I
		learned in this course"
14	Writing 3 Final	Writing 3 Final feedback
	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 methos he has helped students develop strong abilities in critical thinking, communication and leadership skills. He has been happy to lend his experience in living and visiting various countries to help students who were applying for student abroad programs with fun and interactive.

[Prerequisites]

English proficiency requirement:

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

