

2026年度 グローバル教育センター(ERP) 講義概要(シラバス)



法政大学

科目一覧

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凡例 その他属性

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

【A8000】 ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate I [Steven Braunbach] 春学期授業/Spring	1
【A8001】 ERP CE1 (Ichigaya): Oral Presentation &Discussion: Intermediate I [Steven Braunbach] 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 [Matt McCabe] 春学期授業/Spring ..	5
【A8005】 ERP CE2 (Ichigaya): Oral Presentation &Discussion: Higher-Intermediate I [Joe Trujillo] 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 [Samuel Harper] 春学期授業/Spring	9
【A8009】 ERP CE2 (Ichigaya): Writing &Discussion: Higher-Intermediate I [Matt McCabe] 春学期授業/Spring	10
【A8010】 ERP CE3 (Ichigaya): Oral Presentation &Discussion: Advanced I [Joe Trujillo] 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 [Samuel Harper] 春学期授業/Spring	13
【A8013】 ERP CE3 (Ichigaya): Oral Presentation &Discussion: Advanced I [Jason Burnett] 春学期授業/Spring	14
【A8014】 ERP CE3 (Ichigaya): Writing &Discussion: Advanced I [Joe Trujillo] 春学期授業/Spring	15
【A8015】 ERP CE3 (Ichigaya): Writing &Discussion: Advanced I [Samuel Harper] 春学期授業/Spring ..	16
【A8016】 ERP CE3 (Ichigaya): Writing &Discussion: Advanced I [Matt McCabe] 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 [Matt McCabe] 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 [Matt McCabe] 秋学期授業/Fall	25
【A8052】 ERP CE1 (Ichigaya): Writing &Discussion: Intermediate II [Joe Trujillo] 秋学期授業/Fall	26
【A8053】 ERP CE1 (Ichigaya): Writing &Discussion: Intermediate II [Samuel Harper] 秋学期授業/Fall ..	27
【A8054】 ERP CE2 (Ichigaya): Oral Presentation &Discussion: Higher-Intermediate II [Steven Braunbach] 秋学期授業/Fall	28

【A8055】 ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II [ERP講師] 秋学期授業/Fall	29
【A8056】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Samuel Harper] 秋学期授業/Fall	30
【A8057】 ERP CE2 (Ichigaya): Writing & Discussion: Higher-Intermediate II [Matt McCabe] 秋学期授業/Fall	31
【A8058】 ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced II [Samuel Harper] 秋学期授業/Fall	32
【A8059】 ERP CE3 (Ichigaya): Oral Presentation & Discussion: Advanced II [Steven Braunbach] 秋学期授業/Fall	33
【A8060】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Steven Braunbach] 秋学期授業/Fall ..	34
【A8061】 ERP CE3 (Ichigaya): Writing & Discussion: Advanced II [Samuel Harper] 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 McCabe] 春学期授業/Spring	42
【A8103】 ERP CE1 (Tama): Writing & Discussion: Intermediate I [Joe Trujillo] 春学期授業/Spring	43
【A8104】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Joe Trujillo] 春学期授業/Spring	44
【A8105】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate I [Matt Fuller] 春学期授業/Spring	45
【A8106】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Kate Pedersen] 春学期授業/Spring ..	46
【A8107】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate I [Ryan Olimer] 春学期授業/Spring ..	47
【A8108】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Ron Reid] 春学期授業/Spring ..	48
【A8109】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Lauren O'Brian] 春学期授業/Spring	49
【A8110】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced I [Ryan Olimer] 春学期授業/Spring ..	50
【A8111】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Matt McCabe] 春学期授業/Spring	51
【A8112】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Matt Fuller] 春学期授業/Spring	52
【A8113】 ERP CE3 (Tama): Writing & Discussion: Advanced I [Lauren O'Brian] 春学期授業/Spring	53
【A8150】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Kate Pedersen] 秋学期授業/Fall	54
【A8151】 ERP CE1 (Tama): Oral Presentation & Discussion: Intermediate II [Joe Trujillo] 秋学期授業/Fall ..	55
【A8152】 ERP CE1 (Tama): Writing & Discussion: Intermediate II [Matt McCabe] 秋学期授業/Fall	56
【A8153】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Ron Reid] 秋学期授業/Fall	57
【A8154】 ERP CE2 (Tama): Oral Presentation & Discussion: Higher-Intermediate II [Lauren O'Brian] 秋学期授業/Fall	58
【A8155】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [Lauren O'Brian] 秋学期授業/Fall	59
【A8156】 ERP CE2 (Tama): Writing & Discussion: Higher-Intermediate II [Joe Trujillo] 秋学期授業/Fall ..	60
【A8157】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced II [Lauren O'Brian] 秋学期授業/Fall ..	61
【A8158】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced II [Ryan Olimer] 秋学期授業/Fall ..	62
【A8159】 ERP CE3 (Tama): Writing & Discussion: Advanced II [Matt McCabe] 秋学期授業/Fall	63
【A8160】 ERP CE3 (Tama): Writing & Discussion: Advanced II [Lauren O'Brian] 秋学期授業/Fall	64
【A8161】 ERP CE3 (Tama): Oral Presentation & Discussion: Advanced II [Matt Fuller] 秋学期授業/Fall ..	65
【A8200】 ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate I [Ron Reid] 春学期授業/Spring ..	66
【A8201】 ERP CE1 (Koganei): Writing & Discussion: Intermediate I [Steven Braunbach] 春学期授業/Spring ..	67
【A8202】 ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate I [Samuel Harper] 春学期授業/Spring	68
【A8203】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate I [Steven Braunbach] 春学期授業/Spring	69

【A8204】 ERP CE3 (Koganei): Oral Presentation & Discussion: Advanced I [Ron Reid] 春学期授業/Spring	70
【A8205】 ERP CE3 (Koganei): Writing & Discussion: Advanced I [Ron Reid] 春学期授業/Spring	71
【A8250】 ERP CE1 (Koganei): Oral Presentation & Discussion: Intermediate II [Ron Reid] 秋学期授業/Fall	72
【A8251】 ERP CE1 (Koganei): Writing & Discussion: Intermediate II [Steven Braunbach] 秋学期授業/Fall	73
【A8252】 ERP CE2 (Koganei): Oral Presentation & Discussion: Higher-Intermediate II [Samuel Harper] 秋学期授業/Fall	74
【A8253】 ERP CE2 (Koganei): Writing & Discussion: Higher-Intermediate II [Steven Braunbach] 秋学期 授業/Fall	75
【A8254】 ERP CE3 (Koganei): Oral Presentation & Discussion: Advanced II [Ron Reid] 秋学期授業/Fall .	76
【A8255】 ERP CE3 (Koganei): Writing & Discussion: Advanced II [Ron Reid] 秋学期授業/Fall	77

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

Day/Period : 月2/Mon.2

その他属性 : <実>

【Outline and objectives】

This course, the 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. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Free Time; parts a-b HW: Prepare a short speech on "Free Time"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Free Time; parts c-e HW: Unit 4 review
10	Unit 5 (1): Food	Food; parts a-b HW: Prepare a short speech on "Food"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Past Lives; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Free Time; parts a-b HW: Prepare a short speech on "Free Time"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Free Time; parts c-e HW: Unit 4 review
10	Unit 5 (1): Food	Food; parts a-b HW: Prepare a short speech on "Food"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Past Lives; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 木2/Thu.2

その他属性 : <実>

[Outline and objectives]

This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Free Time; parts a-b HW: Prepare a short speech on "Free Time"
9	Discussion 2, Unit 4 (2)	Discussion 2 - 10% Unit 4: Free Time; parts c-e HW: Unit 4 review
10	Unit 5 (1): Food	Food; parts a-b HW: Prepare a short speech on "Food"
11	Discussion 3, Unit 5 (2)	Discussion 3 - 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 - 10% Unit 6: Past Lives; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

Day/Period : 火3/Tue.3

その他属性 : <実>

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first...second..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

7	Chapter 2 (2): Listing-Order Paragraphs	Listing-Order Paragraphs Discussion HW: Writing 2 Draft
8	Chapter 2 (3): Listing-Order Paragraphs	Listing-Order Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 2 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 2: Listing-Order Paragraphs HW: Review Chapter 2
10	Writing 2 Final feedback, Chapter 3 (1)	Writing 2 Final feedback Chapter 3: Giving Instructions HW: Prepare a discussion topic based on Chapter 3
11	Chapter 3 (2): Giving Instructions	Giving Instructions Discussion HW: Writing 3 Draft
12	Chapter 3 (3): Giving Instructions	Giving Instructions Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 3 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 3: Giving Instructions CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 3
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

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

[Textbooks]

Longman Academic Writing Series(Level 2); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 金2/Fri.2

その他属性 : <実>

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first...second..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

7	Chapter 2 (2): Listing-Order Paragraphs	Listing-Order Paragraphs Discussion HW: Writing 2 Draft
8	Chapter 2 (3): Listing-Order Paragraphs	Listing-Order Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 2 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 2: Listing-Order Paragraphs HW: Review Chapter 2
10	Writing 2 Final feedback, Chapter 3 (1)	Writing 2 Final feedback Chapter 3: Giving Instructions HW: Prepare a discussion topic based on Chapter 3
11	Chapter 3 (2): Giving Instructions	Giving Instructions Discussion HW: Writing 3 Draft
12	Chapter 3 (3): Giving Instructions	Giving Instructions Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 3 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 3: Giving Instructions CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 3
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

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

[Textbooks]

Longman Academic Writing Series(Level 2); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 640-689

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-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 mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

Day/Period : 火2/Tue.2

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 - 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 - 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 - 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 金5/Fri.5

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : オンライン/online

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

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

[Outline (in English)]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 木4/Thu.4

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure HW: Writing 2 Draft
9	Chapter 3 (2): Basic Paragraph Structure	Basic Paragraph Structure Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Basic Paragraph Structure HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 9 (1)	Writing 2 Final feedback Chapter 9: Essay Organization Discussion HW: Writing 3 Draft
12	Chapter 9 (2): Essay Organization	Essay Organization Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 9 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 金3/Fri.3

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure HW: Writing 2 Draft
9	Chapter 3 (2): Basic Paragraph Structure	Basic Paragraph Structure Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Basic Paragraph Structure HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 9 (1)	Writing 2 Final feedback Chapter 9: Essay Organization Discussion HW: Writing 3 Draft
12	Chapter 9 (2): Essay Organization	Essay Organization Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 9 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 α 690-729

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

Day/Period : 月2/Mon.2

その他属性 : 〈実〉

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 α 730+

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 金3/Fri.3

その他属性 : <実>

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 木3/Thu.3

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Jason Burnett

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

Day/Period : 火5/Tue.5

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : オンライン/online

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

[Method(s)]

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion HW: Writing 2 Draft
9	Chapter 3 (2): Using Outside Sources	Using Outside Sources Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Using Outside Sources HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 4 (1)	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion HW: Writing 3 Draft
12	Chapter 4 (2): From Paragraph to Essay	From Paragraph to Essay Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 4 (3)	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 drafts 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); 5th Edition(ISBN: 9780136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test α 730+

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 月5/Mon.5

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : オンライン/online

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 木5/Thu.5

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : オンライン/online

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test α 730+

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 金2/Fri.2

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 金4/Fri.4

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 730+

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

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

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

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

4	Debate, Listening, Writing, Discussion, Reading & Listening Test	Evaluated Debate and Feedback Listening Skill: Listening for Details Listen and Discuss Article 4: Fantastic Festivals Writing Skills: Linking Ideas Reading & Listening Test HW: Write 250 words about Article 4
5	Writing, Discussion, Reading, Presentation Skills	Share Writing and Discuss Reading Skill: Building Vocabulary Read and Discuss Article 5: Mood Music Presentation Skills: Language Presentation Skills: Delivery HW: Practice Final Presentation
6	Final Presentations, CEFR, Course Review	Final Presentation Preparation and Practice Evaluated Final Presentations & Feedback CEFR Self-evaluation and action planning Course Review and Wrap up
7		
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 α 640-689 or Students who has achieved a grade of A or above in the first year of required English (undergraduate students: sophomore or above).

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

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

| Year : 1~4

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

その他属性 : 〈実〉

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

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

その他属性 : 〈実〉

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

| Year : 1~4

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

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

その他属性 : <実>

【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : オンライン/online

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

9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Learning; parts c-e HW: Unit 10 review
10	Unit 11 (1): Tourism	Tourism; parts a-b HW: Prepare a short speech on "Tourism"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: Tourism; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: The Earth; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

その他属性 : <実>

【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Learning; parts c-e HW: Unit 10 review
10	Unit 11 (1): Tourism	Tourism; parts a-b HW: Prepare a short speech on "Tourism"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: Tourism; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: The Earth; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

その他属性 : <実>

[Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left...behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

8	Chapter 5 (3): Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 5 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 5: Stating Reasons and Using Examples HW: Review Chapter 5
10	Writing 2 Final feedback, Chapter 6 (1)	Writing 2 Final feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6
11	Chapter 6 (2): Expressing Your Opinion	Expressing Your Opinion Discussion HW: Writing 3 Draft
12	Chapter 6 (3): Expressing Your Opinion	Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 6 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 6
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

その他属性 : <実>

【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left...behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Chapter 5 (3): Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 5 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 5: Stating Reasons and Using Examples HW: Review Chapter 5
10	Writing 2 Final feedback, Chapter 6 (1)	Writing 2 Final feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6
11	Chapter 6 (2): Expressing Your Opinion	Expressing Your Opinion Discussion HW: Writing 3 Draft
12	Chapter 6 (3): Expressing Your Opinion	Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 6 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 6
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 3rd Edition(ISBN: 9780136769996)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 – 10% Unit 10: Products; parts a-b HW: Prepare a short speech on "Products"
9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Products; parts c-e HW: Unit 10 review
10	Unit 11 (1): History	History; parts a-b HW: Prepare a short speech on "History"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: History; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: Nature; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys HW: Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	Course review / Study planning

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

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

[Textbooks]

Life 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate II**ERP 講師**Credit(s) : 1 | Semester : 秋学期授業/Fall | Year : 1~4
Day/Period : 火5/Tue.5

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : オンライン/online

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

8	Presentation 2, Unit 10 (1)	Presentation 2 – 10% Unit 10: Products; parts a-b HW: Prepare a short speech on "Products"
9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Products; parts c-e HW: Unit 10 review
10	Unit 11 (1): History	History; parts a-b HW: Prepare a short speech on "History"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: History; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: Nature; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys HW: Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	Course review / Study planning

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

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

[Textbooks]

Life 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

その他属性 : <実>

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the textbook 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] Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Cause / Effect Paragraphs	Cause / Effect Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Cause / Effect Paragraphs HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 10 (1)	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion HW: Writing 3 Draft
12	Chapter 10: Opinion Essays, Chapter 10 (2)	Opinion Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 10 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

その他属性 : <実>

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the textbook 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] Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Cause / Effect Paragraphs	Cause / Effect Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Cause / Effect Paragraphs HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 10 (1)	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion HW: Writing 3 Draft
12	Chapter 10: Opinion Essays, Chapter 10 (2)	Opinion Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 10 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 690-729

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : オンライン/online

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 -10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 -10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

その他属性 : <実>

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 - 10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 - 10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 730+

【Outline (in English)】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : オンライン/online

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Comparison / Contrast Essays	Comparison / Contrast Essays Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Comparison / Contrast Essays HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 8 (1)	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion HW: Writing 3 Draft
12	Chapter 8 (2): Argumentative Essays	Argumentative Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 8 (3)	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 drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

English proficiency requirement:

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

【Outline (in English)】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 -10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 -10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 730+

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

その他属性 : <実>

[Outline and objectives]

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

[Goal]

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

- write sophisticated, referenced, logical English essays (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

[Method(s)]

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE1 (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 summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE1 (Ichigaya): Intensive English 1

ERP 講師

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

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

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

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

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP CE2 (Ichigaya): Intensive English 2

ERP 講師

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

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

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

- make basic presentations (with PowerPoint, etc.) in English, in groups and individually
- improve writing skills by practicing the 5C's of effective writing and including supporting details
- engage in and lead discussions and debates on a range of topics
- improve reading skills such as skimming and scanning and summarizing
- 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】 Class form : 対面/face to face

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

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

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

【Textbooks】

- Four Skills English (ALC EDUCATION)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

【Changes following student comments】

Not applicable

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 月2/Mon.2

その他属性 : <実>

【Outline and objectives】

This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

【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. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Free Time; parts a-b HW: Prepare a short speech on "Free Time"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Free Time; parts c-e HW: Unit 4 review
10	Unit 5 (1): Food	Food; parts a-b HW: Prepare a short speech on "Food"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Past Lives; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

Day/Period : 木2/Thu.2

その他属性 : <実>

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first...second..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

7	Chapter 2 (2): Listing-Order Paragraphs	Listing-Order Paragraphs Discussion HW: Writing 2 Draft
8	Chapter 2 (3): Listing-Order Paragraphs	Listing-Order Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 2 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 2: Listing-Order Paragraphs HW: Review Chapter 2
10	Writing 2 Final feedback, Chapter 3 (1)	Writing 2 Final feedback Chapter 3: Giving Instructions HW: Prepare a discussion topic based on Chapter 3
11	Chapter 3 (2): Giving Instructions	Giving Instructions Discussion HW: Writing 3 Draft
12	Chapter 3 (3): Giving Instructions	Giving Instructions Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 3 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 3: Giving Instructions CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 3
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

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

[Textbooks]

Longman Academic Writing Series(Level 2); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

Day/Period : 木3/Thu.3

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

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

[Changes following student comments]

Not applicable

[Others]

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

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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

Day/Period : 金3/Fri.3

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test α 690-729

LANe100LD (英語 / English language education 100)

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

Kate Pedersen

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

Day/Period : 火3/Tue.3

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure HW: Writing 2 Draft
9	Chapter 3 (2): Basic Paragraph Structure	Basic Paragraph Structure Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Basic Paragraph Structure HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 9 (1)	Writing 2 Final feedback Chapter 9: Essay Organization Discussion HW: Writing 3 Draft
12	Chapter 9 (2): Essay Organization	Essay Organization Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 9 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

My name is Kate , and I'm from the USA. . I've been teaching English online for 4 years and in person for 10 years . I hold a TEFL certificate plus a Bachelor's in Business Administration. I enjoy working with students of all ages, especially helping them speak more confidently and naturally. My classes are relaxed, fun, and conversation-focused — we use real-life topics, role-plays, and lots of speaking practice. I'm patient, encouraging, and always ready to adjust lessons to your goals. Let's enjoy learning English together and make real progress. I look forward to meeting you in class soon.

【Prerequisites】

English proficiency requirement:

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

【Outline (in English)】

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

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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

Day/Period : 木2/Thu.2

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure HW: Writing 2 Draft
9	Chapter 3 (2): Basic Paragraph Structure	Basic Paragraph Structure Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Basic Paragraph Structure HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 9 (1)	Writing 2 Final feedback Chapter 9: Essay Organization Discussion HW: Writing 3 Draft
12	Chapter 9 (2): Essay Organization	Essay Organization Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 9 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

A native of Toronto, Canada, Ryan holds a degree in Psychology and has completed professional certification in TESOL/TEFL during his long career in education in Japan. With over 25 years of experience as an English instructor, he has taught learners from a broad demographic that includes young learners, tertiary-level students, and corporate professionals.

Working with such a broad range of students has given him careful insight into how people learn at different stages of life with varying motivations. In his English classes, he applies this knowledge by carefully adjusting lesson structure, pacing, and activities to suit his students' needs. He emphasizes creativity, flexibility, and consistent feedback so that students can grow both linguistically and personally. His objective is to create a classroom atmosphere that supports enjoyment, challenge, communication, and long-term language development.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

Day/Period : 月2/Mon.2

その他属性 : <実>

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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

Day/Period : 火3/Tue.3

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 - 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 - 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 - 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 - 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 - 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 - 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

A native of Toronto, Canada, Ryan holds a degree in Psychology and has completed professional certification in TESOL/TESL during his long career in education in Japan. With over 25 years of experience as an English instructor, he has taught learners from a broad demographic that includes young learners, tertiary-level students, and corporate professionals.

Working with such a broad range of students has given him careful insight into how people learn at different stages of life with varying motivations. In his English classes, he applies this knowledge by carefully adjusting lesson structure, pacing, and activities to suit his students' needs. He emphasizes creativity, flexibility, and consistent feedback so that students can grow both linguistically and personally. His objective is to create a classroom atmosphere that supports enjoyment, challenge, communication, and long-term language development.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

Day/Period : 月3/Mon.3

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion HW: Writing 2 Draft
9	Chapter 3 (2): Using Outside Sources	Using Outside Sources Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Using Outside Sources HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 4 (1)	Writing 2 Final feedback Chapter 4: From Paragraph to Essay Discussion HW: Writing 3 Draft
12	Chapter 4 (2): From Paragraph to Essay	From Paragraph to Essay Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 4 (3)	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 drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test α 730+

LANe100LD (英語 / English language education 100)

ERP CE3 (Tama): Writing & Discussion: Advanced 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 highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 α 730+

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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

Day/Period : 金3/Fri.3

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Kate Pedersen

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

その他属性 : <実>

[Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Learning; parts c-e HW: Unit 10 review
10	Unit 11 (1): Tourism	Tourism; parts a-b HW: Prepare a short speech on "Tourism"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: Tourism; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: The Earth; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

My name is Kate, and I'm from the USA. I've been teaching English online for 4 years and in person for 10 years. I hold a TEFL certificate plus a Bachelor's in Business Administration. I enjoy working with students of all ages, especially helping them speak more confidently and naturally. My classes are relaxed, fun, and conversation-focused — we use real-life topics, role-plays, and lots of speaking practice. I'm patient, encouraging, and always ready to adjust lessons to your goals. Let's enjoy learning English together and make real progress. I look forward to meeting you in class soon.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

その他属性 : <実>

【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Learning; parts c-e HW: Unit 10 review
10	Unit 11 (1): Tourism	Tourism; parts a-b HW: Prepare a short speech on "Tourism"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: Tourism; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: The Earth; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

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

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

【Changes following student comments】

Not applicable

【Others】

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

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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

その他属性 : <実>

[Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left...behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

8	Chapter 5 (3): Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 5 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 5: Stating Reasons and Using Examples HW: Review Chapter 5
10	Writing 2 Final feedback, Chapter 6 (1)	Writing 2 Final feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6
11	Chapter 6 (2): Expressing Your Opinion	Expressing Your Opinion Discussion HW: Writing 3 Draft
12	Chapter 6 (3): Expressing Your Opinion	Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 6 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 6
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 – 10% Unit 10: Products; parts a-b HW: Prepare a short speech on "Products"
9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Products; parts c-e HW: Unit 10 review
10	Unit 11 (1): History	History; parts a-b HW: Prepare a short speech on "History"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: History; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: Nature; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys HW: Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	Course review / Study planning

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

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

[Textbooks]

Life 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 – 10% Unit 10: Products; parts a-b HW: Prepare a short speech on "Products"
9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Products; parts c-e HW: Unit 10 review
10	Unit 11 (1): History	History; parts a-b HW: Prepare a short speech on "History"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: History; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: Nature; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys HW: Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	Course review / Study planning

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

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

[Textbooks]

Life 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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

その他属性 : <実>

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the textbook 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] Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Cause / Effect Paragraphs	Cause / Effect Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Cause / Effect Paragraphs HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 10 (1)	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion HW: Writing 3 Draft
12	Chapter 10: Opinion Essays, Chapter 10 (2)	Opinion Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 10 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Joe Trujillo

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

その他属性 : <実>

【Outline and objectives】

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

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

【Method(s)】

In this course, the instructor uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the textbook 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】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Cause / Effect Paragraphs	Cause / Effect Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Cause / Effect Paragraphs HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 10 (1)	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion HW: Writing 3 Draft
12	Chapter 10: Opinion Essays, Chapter 10 (2)	Opinion Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 10 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5 or EIKEN® CSE2.0 2304-2399 or English Placement Test α 690-729

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 -10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 -10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ryan Oliner

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

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 - 10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 - 10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

A native of Toronto, Canada, Ryan holds a degree in Psychology and has completed professional certification in TESOL/TEFL during his long career in education in Japan. With over 25 years of experience as an English instructor, he has taught learners from a broad demographic that includes young learners, tertiary-level students, and corporate professionals.

Working with such a broad range of students has given him careful insight into how people learn at different stages of life with varying motivations. In his English classes, he applies this knowledge by carefully adjusting lesson structure, pacing, and activities to suit his students' needs. He emphasizes creativity, flexibility, and consistent feedback so that students can grow both linguistically and personally. His objective is to create a classroom atmosphere that supports enjoyment, challenge, communication, and long-term language development.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt McCabe

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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test α 730+

LANe100LD (英語 / English language education 100)

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

Lauren O'Brian

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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Comparison / Contrast Essays	Comparison / Contrast Essays Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Comparison / Contrast Essays HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 8 (1)	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion HW: Writing 3 Draft
12	Chapter 8 (2): Argumentative Essays	Argumentative Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 8 (3)	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 drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

Lauren O'Brien began her teaching career in South Korea, this gave her the impetus to begin qualifying further for EFL teaching. She has a bachelors in English literature and a masters in Medieval English literature. Lauren gained her CELTA certificate in October 2024 and since then she has been teaching adults in ESL in either private institutions and private colleges in Ireland, China and in Japan. She has taught conversational and general English for many ages, levels and in different cultures and countries. Furthermore, she has experience in teaching assessment and exam focused courses in either English literature, oral examination including IELTS, TOEIC, and other English proficiency examinations.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Matt Fuller

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

その他属性 : <実>

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 - 10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 - 10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 61+, TOEFL® ITP 500+, TOEIC® 625+, IELTS 6.0+ or EIKEN® CSE2.0 2400+ or English Placement Test α 730+

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

Day/Period : 火2/Tue.2

その他属性 : <美>

【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. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 - 10% Unit 4: Free Time; parts a-b HW: Prepare a short speech on "Free Time"
9	Discussion 2, Unit 4 (2)	Discussion 2 - 10% Unit 4: Free Time; parts c-e HW: Unit 4 review
10	Unit 5 (1): Food	Food; parts a-b HW: Prepare a short speech on "Food"
11	Discussion 3, Unit 5 (2)	Discussion 3 - 10% Food; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 - 10% Unit 6: Past Lives; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

Day/Period : 金2/Fri.2

その他属性 : <実>

[Outline and objectives]

This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first...second..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

7	Chapter 2 (2): Listing-Order Paragraphs	Listing-Order Paragraphs Discussion HW: Writing 2 Draft
8	Chapter 2 (3): Listing-Order Paragraphs	Listing-Order Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 2 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 2: Listing-Order Paragraphs HW: Review Chapter 2
10	Writing 2 Final feedback, Chapter 3 (1)	Writing 2 Final feedback Chapter 3: Giving Instructions HW: Prepare a discussion topic based on Chapter 3
11	Chapter 3 (2): Giving Instructions	Giving Instructions Discussion HW: Writing 3 Draft
12	Chapter 3 (3): Giving Instructions	Giving Instructions Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 3 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 3: Giving Instructions CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 3
14	Writing 3 Final feedback	Prepare a short speech on "What I learned in this course" Writing 3 Final feedback Course review / Study planning

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

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

[Textbooks]

Longman Academic Writing Series(Level 2); 3rd Edition(ISBN: 9780136769996)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

Day/Period : 月2/Mon.2

その他属性 : <実>

【Outline and objectives】

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Challenges; parts a-b HW: Prepare a short speech on "Challenges"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Challenges; parts c-e HW: Unit 4 review
10	Unit 5 (1): The Environment	The Environment; parts a-b HW: Prepare a short speech on "The Environment"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: The Environment; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

【Prerequisites】

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

Day/Period : 金4/Fri.4

その他属性 : <実>

【Outline and objectives】

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

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 3 (1)	Writing 1 Final feedback Chapter 3: Basic Paragraph Structure HW: Writing 2 Draft
9	Chapter 3 (2): Basic Paragraph Structure	Basic Paragraph Structure Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 3 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 3: Basic Paragraph Structure HW: Review Chapter 3
11	Writing 2 Final feedback, Chapter 9 (1)	Writing 2 Final feedback Chapter 9: Essay Organization Discussion HW: Writing 3 Draft
12	Chapter 9 (2): Essay Organization	Essay Organization Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 9 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, he believes teaching is a challenging and rewarding profession.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

Day/Period : 木2/Thu.2

その他属性 : <実>

[Outline and objectives]

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 4 (1)	Presentation 2 – 10% Unit 4: Opportunities; parts a-b HW: Prepare a short speech on "Opportunities"
9	Discussion 2, Unit 4 (2)	Discussion 2 – 10% Unit 4: Opportunities; parts c-e HW: Unit 4 review
10	Unit 5 (1): Well-being	Well-being; parts a-b HW: Prepare a short speech on "Well-being"
11	Discussion 3, Unit 5 (2)	Discussion 3 – 10% Unit 5: Well-being; parts c-e HW: Unit 5 review Prepare and practice Presentation 3
12	Presentation 3, Unit 6 (1)	Presentation 3 – 10% Unit 6: Mysteries; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 6 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

Day/Period : 火4/Tue.4

その他属性 : <実>

【Outline and objectives】

This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure.

【Goal】

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

【Method(s)】

In this course, the instructor uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week completing homework assignments (preparing short speeches, preparing for discussions, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

その他属性 : <実>

[Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Learning; parts c-e HW: Unit 10 review
10	Unit 11 (1): Tourism	Tourism; parts a-b HW: Prepare a short speech on "Tourism"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: Tourism; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: The Earth; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	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/E AME Spark Edition Level 2 Student's Book with the Spark platform (ISBN: 9798214331522)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

その他属性 : <実>

【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the final three chapters in the textbook firstly to analyze and practice space-order (“on the left…behind that”) descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】 Class form : 対面/face to face

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

8	Chapter 5 (3): Stating Reasons and Using Examples	Stating Reasons and Using Examples Writing 2 Draft pair review HW: Writing 2 Final
9	Writing 2 Final DUE, Chapter 5 (4)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 5: Stating Reasons and Using Examples HW: Review Chapter 5
10	Writing 2 Final feedback, Chapter 6 (1)	Writing 2 Final feedback Chapter 6: Expressing Your Opinion HW: Prepare a discussion topic based on Chapter 6
11	Chapter 6 (2): Expressing Your Opinion	Expressing Your Opinion Discussion HW: Writing 3 Draft
12	Chapter 6 (3): Expressing Your Opinion	Expressing Your Opinion Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 6 (4)	Writing 3 Final DUE – 10% Discussion 3 – 10% Chapter 6: Expressing Your Opinion CEFR Self-Evaluation (Final) / Student surveys HW: Review Chapter 6
14	Writing 3 Final feedback	Prepare a short speech on “What I learned in this course” Writing 3 Final feedback Course review / Study planning

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 3rd Edition(ISBN: 9780136769996)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, 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 α 640-689

LANe100LD (英語 / English language education 100)

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

Samuel Harper

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

その他属性 : <実>

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations.

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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] Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 – 10% Unit 10: Products; parts a-b HW: Prepare a short speech on "Products"
9	Discussion 2, Unit 10 (2)	Discussion 2 – 10% Unit 10: Products; parts c-e HW: Unit 10 review
10	Unit 11 (1): History	History; parts a-b HW: Prepare a short speech on "History"
11	Discussion 3, Unit 11 (2)	Discussion 3 – 10% Unit 11: History; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 – 10% Unit 12: Nature; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3 continued, Unit 12 (2)	Presentation 3 continued – 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys HW: Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	Course review / Study planning

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

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

[Textbooks]

Life 2/E AME Spark Edition Level 3 Student's Book with the Spark platform (ISBN: 9798214331539)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 prominent medical universities in Tokyo. He also has over 4 years' experience teaching IELTS, TOFEL and TOEIC examination courses. His teaching style emphasises the skill necessary to thrive in an overseas environment by focusing on skills and abilities that will be required when studying or working in other countries. Sam's background in science and his teaching experience helps learners improve and develop both their logical and critical thinking skills during discussions that will benefit them for years to come.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Steven Braunbach

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

その他属性 : <実>

[Outline and objectives]

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

[Goal]

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

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

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

[Method(s)]

In this course, the instructor uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the textbook 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] Class form : 対面/face to face

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

8	Writing 1 Final feedback, Chapter 7 (1)	Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion HW: Writing 2 Draft
9	Chapter 7 (2): Cause / Effect Paragraphs	Cause / Effect Paragraphs Writing 2 Draft pair review HW: Writing 2 Final
10	Writing 2 Final DUE, Chapter 7 (3)	Writing 2 Final DUE – 10% Discussion 2 – 10% Chapter 7: Cause / Effect Paragraphs HW: Review Chapter 7
11	Writing 2 Final feedback, Chapter 10 (1)	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion HW: Writing 3 Draft
12	Chapter 10: Opinion Essays, Chapter 10 (2)	Opinion Essays Writing 3 Draft pair review HW: Writing 3 Final
13	Writing 3 Final DUE, Chapter 10 (3)	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 drafts 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); 4th Edition(ISBN: 9780136838531)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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 7 years ago and has been teaching university students for over half that time. Both in his conversation classes and university courses 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 grow. By doing this, he has been able to motivate students to promote their own self-improvement, which is often the most important thing that can be taught to them. Punctual, patient, and positive, he believes teaching is a challenging and rewarding profession.

[Prerequisites]

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

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

Ron Reid

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

その他属性 : <実>

【Outline and objectives】

This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations.

【Goal】

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

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

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

【Method(s)】

In this course, the instructor uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. These skills will also be balanced with reading and writing tasks to integrate a four-skills approach in the classroom. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve 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】 Class form : 対面/face to face

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

8	Presentation 2, Unit 10 (1)	Presentation 2 - 10% Unit 10: No limits; parts a-b HW: Prepare a short speech on "No limits"
9	Discussion 2, Unit 10 (2)	Discussion 2 - 10% Unit 10: No limits; parts c-e HW: Unit 10 review
10	Unit 11 (1): Connections	Connections; parts a-b HW: Prepare a short speech on "Connections"
11	Discussion 3, Unit 11 (2)	Discussion 3 - 10% Unit 11: Connections; parts c-e HW: Unit 11 review Prepare and practice Presentation 3
12	Presentation 3, Unit 12 (1)	Presentation 3 - 10% Unit 12: Experts; parts a-b HW: Review / Prepare Presentation 3
13	Presentation 3, Unit 12 (2)	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 2/E AME Spark Edition Level 4 Student's Book with the Spark platform (ISBN: 9798214331546)

【References】

- Supplementary in-class handouts (free)

【Grading criteria】

Attendance: Five or more absences will result in 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】

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

【Prerequisites】

English proficiency requirement:

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

LANe100LD (英語 / English language education 100)

ERP 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 (750 words) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

[Method(s)]

In this course, the instructor uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule] Class form : 対面/face to face

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

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

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing drafts 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); 5th Edition(ISBN: 9780136838630)

[References]

- Supplementary in-class handouts (free)

[Grading criteria]

Attendance: Five or more absences will result in 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]

My name is Ron from Canada.

My education background involves my undergrad in Political Science and International Relations at YorkU in Canada. While I also took courses at other Universities such as Business Management at the Metro university in Toronto. And script writing in Los Angeles many times on my holidays. While in Japan, I was part of the Education training at Temple for 3.5 years that I applied that while working in classrooms in Japan.

In our classes, we will share many different kinds of opinions and talk to one another. I want you to talk a lot more than me in the class and apply it to your lives outside of the class. I hope my repeat students come back to my classes because they feel they can express themselves in English each week.

[Prerequisites]

English proficiency requirement:

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

