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

## Samuel Harper

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

Day/Period:月 2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意す る。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ 確認のこと。 This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

【Fieldwork in class】なし/No

Discussion

## (Schedule)

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review

Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions;	Prepare a short speech on "Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Past Lives;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Past Lives;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	

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

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

#### [Textbooks]

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

#### [References]

 $Supplementary\ in\text{-}class\ handouts\ (free)$ 

# [Grading criteria]

Attendance: Five or more absences will result in 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, Visuals)

[Changes following student comments]

# [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

## Bridget Kim

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

Day/Period: 月 4/Mon.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points

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?]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three two of which are done in pairs / groups, and one presentations individually.

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

あり/Yes

[Fieldwork in class] なし/No

# [Schedule]

2

Theme

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

Course preview Study planning

CEFR self-evaluation Prepare a short speech on "People"

(Initial)

Unit 1: People; parts

a-b

Discussion Presentation 1 - 10% Unit 2: Possessions; Prepare a short speech on "Possessions parts a-b Unit 2: Possessions: 5 Unit 2 review parts c-e Discussion 6 Unit 3: Places; parts Prepare a short speech on "Places" a-b 7 Unit 3: Places; parts Unit 3 review Prepare and practice Presentation Discussion 1 - 10% 8 Presentation 2 - 10% Prepare a short speech on "Free Unit 4: Free Time; parts a-b 9 Unit 4: Free Time; Unit 4 review parts c-e Discussion 2 - 10% 10 Unit 5: Food; parts a-b Prepare a short speech on "Food" Unit 5: Food; parts c-e Unit 5 review 11 Discussion 3 - 10% Prepare and practice Presentation 12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Past Lives; parts a-b Presentation 3 13 Prepare a short speech on "What I continued - 10% Unit 6: Past Lives; learned in this course' parts c-e CEFR self-evaluation (Final) / Student surveys 14 Course review / Study planning

Unit 1 review

Prepare & practice Presentation 1

[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]

3

Unit 1: People; parts

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

# [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

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

## Samuel Harper

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

Day/Period: 火 2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points

#### [Goal]

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

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

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

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three two of which are done in pairs / groups, and one presentations individually.

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

[Fieldwork in class]

なし/No

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

(Initial) Unit 1: People; parts

a-b

3	Unit 1: People; parts	Unit 1 review
	c-e	Prepare & practice Presentation 1
4	Discussion Presentation 1 - 10%	Prepare a short speech on
<b>T</b>	Unit 2: Possessions;	"Possessions"
	parts a-b	
5	Unit 2: Possessions;	Unit 2 review
	parts c-e Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	· ·
7	Unit 3: Places; parts	Unit 3 review
	c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10%	Prepare a short speech on "Free
O	Unit 4: Free Time:	Time"
	parts a-b	
9	Unit 4: Free Time;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	D
10 11	Unit 5: Food; parts a-b Unit 5: Food; parts c-e	Prepare a short speech on "Food" Unit 5 review
11	Discussion 3 – 10%	Prepare and practice Presentation
	Discussion 5 - 1070	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Past Lives;	
	parts a-b	
13	Presentation 3 continued - 10%	Prepare a short speech on "What I learned in this course"
	Unit 6: Past Lives;	learned in this course
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

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

# Glenn Torrens

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

Day/Period: 木 4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意す る。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ 確認のこと。 This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

【Fieldwork in class】なし/No

Discussion

# (Schedule)

[Scriedule]		
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review

Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e	Unit 2 review
6	Discussion Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 – 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e	Unit 5 review
11	Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
14	surveys Course review / Study	-
T.4	Course review / Siddy	-

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in 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, Visuals)

[Changes following student comments]

## Others

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

Samuel Harper

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

Day/Period: 月 3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。 This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ··· second ···" etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]			
No.	Theme	Contents	
1	Orientation & introductions	Write down three SMART learning goals for this course	
	Course preview	goals for this course	
	Study planning		
2	CEFR Self-Evaluation	Prepare a discussion topic based on	
	(Initial)	Chapter 1	
	Chapter 1: Describing People		
	Discussion		
3	Chapter 1: Describing	Writing 1 Draft	
	People		
	Discussion		
4	Chapter 1: Describing People	Writing 1 Final	
	Writing 1 Draft pair		
	review		
5	Writing 1 Final DUE - 10%	Review Chapter 1	
	Chapter 1: Describing		
	People		
	Discussion 1 - 10%		
6	Writing 1 Final feedback	Prepare a discussion topic based on Chapter 2	
	Chapter 2:	Chapter 2	
	Listing-Order		
	Paragraphs		
7	Chapter 2:	Writing 2 Draft	
	Listing-Order		
	Paragraphs Discussion		
8	Chapter 2:	Writing 2 Final	
	Listing-Order		
	Paragraphs		
	Writing 2 Draft pair		
9	review Writing 2 Final DUE	Parious Chantar 2	
ð	- 10%	Review Chapter 2	
	Chapter 2:		
	Listing-Order		
	Paragraphs		
10	Discussion 2 - 10%	Duanana a diagnagian tania bagad an	
10	Writing 2 Final feedback	Prepare a discussion topic based on Chapter 3	
	Chapter 3: Giving	Chapter 5	
	Instructions		
11	Chapter 3: Giving	Writing 3 Draft	
	Instructions		
12	Discussion Chapter 3: Giving	Writing 3 Final	
12	Instructions	Witting 5 Final	
	Writing 3 Draft pair		
	review		
13	Writing 3 Final DUE	Review Chapter 3	
	- 10% Chapter 3: Giving	Prepare a short speech on "What I learned in this course"	
	Chapter 3: Giving Instructions	rearned in this course	
	Discussion 3 - 10%		
	CEFR Self-Evaluation		
	(Final) / Student		
	CIIPVOVC		

14

survevs Writing 3 Final

planning

feedback Course review / Study

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

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

#### [Prerequisitess]

English proficiency requirement:

TOEFL ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Wyman Keyes

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

4

Day/Period:木2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class. and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

発行日:2021/4/1

#### [Schedule]

Theme Contents No. Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Prepare a discussion topic based on 2 (Initial) Chapter 1 Chapter 1: Describing People Discussion Chapter 1: Describing 3 Writing 1 Draft People Discussion Chapter 1: Describing Writing 1 Final 4 People Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 1 5 10% Chapter 1: Describing People Discussion 1 - 10% 6 Writing 1 Final Prepare a discussion topic based on feedback Chapter 2 Chapter 2: Listing-Order Paragraphs 7 Chapter 2: Writing 2 Draft Listing-Order Paragraphs Discussion Chapter 2: Writing 2 Final Listing-Order Paragraphs Writing 2 Draft pair review 9 Writing 2 Final DUE Review Chapter 2 10% Chapter 2: Listing-Order Paragraphs Discussion 2 - 10% 10 Writing 2 Final Prepare a discussion topic based on feedback Chapter 3 Chapter 3: Giving Instructions 11 Chapter 3: Giving Writing 3 Draft Instructions Discussion 12 Chapter 3: Giving Writing 3 Final Instructions Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 3 10% Prepare a short speech on "What I Chapter 3: Giving learned in this course' Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback

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

Course review / Study

planning

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

# [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Wyman Keyes is from New York City, USA and majored in Business Management. He has been teaching English in Japan for over 26 years to both university and corporate learners of English. During this time, he has had extensive experience in teaching TOEIC and skills- based classes, such as Presentations and Meetings. He is very skilled at being able to effectively facilitate his students to develop their English. His experience of Japanese culture allows him to understand Japanese learners and how best to motivate them to communicate positively.

#### [Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN  $\ensuremath{@}$  CSE2.0 2200+ or English Placement Test  $\,a\,$  640-689

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

David Raffray

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

Day/Period: 金 2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。 This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ··· second ···" etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

あり/Yes

[Fieldwork in class]

なし/No

	edule]	
No. 1	Theme Orientation & introductions	Contents Write down three SMART learning goals for this course
2	Course preview Study planning CEFR Self-Evaluation (Initial) Chapter 1: Describing	Prepare a discussion topic based on Chapter 1
3	People Discussion	Waiting 1 Dueft
э	Chapter 1: Describing People Discussion	Writing 1 Draft
4	Chapter 1: Describing People Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 1: Describing People	Review Chapter 1
6	Discussion 1 – 10% Writing 1 Final feedback Chapter 2: Listing-Order	Prepare a discussion topic based on Chapter 2
7	Paragraphs Chapter 2: Listing-Order Paragraphs	Writing 2 Draft
8	Discussion Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair	Writing 2 Final
9	review Writing 2 Final DUE - 10% Chapter 2:	Review Chapter 2
10	Listing-Order Paragraphs Discussion 2 – 10% Writing 2 Final feedback	Prepare a discussion topic based on Chapter 3
	Chapter 3: Giving Instructions	Chapter 5
11	Chapter 3: Giving Instructions Discussion	Writing 3 Draft
12	Chapter 3: Giving Instructions Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 3: Giving Instructions Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 3 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

発行日:2021/4/1

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Jonathan Docherty

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

4

Day/Period:金4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

## [Mathad(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class. and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

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COULTEC	ıu	

(Schedu	le]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
2	Study planning CEFR Self-Evaluation	Prepare a discussion topic based on
4	(Initial)	Chapter 1
	Chapter 1: Describing	Chapter 1
	People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People	
	Discussion	W. W 1 Et . 1
4	Chapter 1: Describing	Writing 1 Final
	People Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 1
	- 10%	•
	Chapter 1: Describing	
	People	
	Discussion 1 - 10%	D 1: 1
6	Writing 1 Final feedback	Prepare a discussion topic based on
	Chapter 2:	Chapter 2
	Listing-Order	
	Paragraphs	
7	Chapter 2:	Writing 2 Draft
	Listing-Order	
	Paragraphs	
0	Discussion	W. W O. Fr I
8	Chapter 2:	Writing 2 Final
	Listing-Order Paragraphs	
	Writing 2 Draft pair	
	review	
9	Writing 2 Final DUE	Review Chapter 2
	- 10%	
	Chapter 2:	
	Listing-Order	
	Paragraphs Discussion 2 - 10%	
10	Writing 2 Final	Prepare a discussion topic based on
10	feedback	Chapter 3
	Chapter 3: Giving	•
	Instructions	
11	Chapter 3: Giving	Writing 3 Draft
	Instructions	
12	Discussion Chapter 3: Giving	Writing 3 Final
12	Instructions	writing 5 Finai
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 3
	- 10%	Prepare a short speech on "What I
	Chapter 3: Giving	learned in this course"
	Instructions	
	Discussion 3 – 10% CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	

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

Course review / Study

planning

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

# [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

### [Prerequisites]

English proficiency requirement: TOEFL  $\circledast$  iBT 45-51, TOEFL  $\circledast$  ITP 450-469, TOEIC  $\circledast$  550-549, IELTS 5.0or EIKEN ® CSE2.0 2200+ or English Placement Test $\alpha~640\text{-}689$ 

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

## Bridget Kim

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

4

Day/Period:月2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)] &  $\emptyset$  / Yes

# [Fieldwork in class]

なし/No

# [Schedule]

No. Theme Contents

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

Course preview Study planning

2 CEFR self-evaluation Prepare a short speech on (Initial) "Lifestyle"

Unit 1: Lifestyle; parts

a-b

3	Unit 1: Lifestyle; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
	parts a-b	
5	Unit 2: Competitions;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 – 10%	
10	Unit 5: The	Prepare a short speech on "The
	Environment; parts a-b	Environment"
11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 – 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued – 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	surveys Course review / Study planning	-

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

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

#### [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons.

## (Prerequisites)

English proficiency requirement:

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

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

## Anita Symonds

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

Day/Period: 木 2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually.

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

Theme Contents No.

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

Course preview Study planning CEFR self-evaluation

2 Prepare a short speech on (Initial) "Lifestyle"

Unit 1: Lifestyle; parts

a-b

Unit 1: Lifestyle; parts Unit 1 review

Prepare & practice Presentation 1

Discussion

3

5

Presentation 1 – 10% Unit 2: Competitions; Prepare a short speech on "Competitions

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

parts c-e Discussion

6 Unit 3: Transportation; Prepare a short speech on

parts a-b "Transportation"

Unit 3: Transportation; 7 Unit 3 review Prepare and practice Presentation parts c-e Discussion 1 - 10%

Presentation 2 - 10% 8 Prepare a short speech on

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

9 Unit 4: Challenges; Unit 4 review parts c-e

Discussion 2 - 10%

10 Unit 5: The Prepare a short speech on "The Environment; parts a-b Environment"

Unit 5: The Unit 5 review

11 Environment; parts c-e Prepare and practice Presentation Discussion 3 – 10% Presentation 3 – 10%

12 Review / Prepare Presentation 3 Unit 6: Stages of Life; parts a-b

13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Stages of Life; parts c-e CEFR self-evaluation

(Final) / Student surveys Course review / Study planning

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

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

# [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Anita Symonds is from London, England and majored in European Business Administration at Middlesex University, UK. She also holds a Cambridge CELTA teaching certificate. Anita has gained experience teaching English in various countries around the world, such as, Germany, Spain and France, and has been in Japan for over 20 years. Her lessons are very lively and productive, and she is extremely knowledgeable about many industries. Anita's experience has allowed her to deeply understand both the linguistic and cultural challenges learners face when studying English.

# [Prerequisitess]

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  $\alpha$  690-

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

Jonathan Docherty

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

Day/Period:金2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

[Schedule]

Theme Contents No.

Orientation & introductions goals for this course

Course preview Study planning

2 CEFR self-evaluation (Initial)

Unit 1: Lifestyle; parts

a-b

Write down three SMART learning

Prepare a short speech on

"Lifestyle"

3 Unit 1: Lifestyle; parts Unit 1 review Prepare & practice Presentation 1 Discussion Presentation 1 – 10% Unit 2: Competitions; Prepare a short speech on "Competitions parts a-b Unit 2: Competitions; 5 Unit 2 review parts c-e Discussion 6 Unit 3: Transportation; Prepare a short speech on parts a-b "Transportation" Unit 3: Transportation; 7 Unit 3 review Prepare and practice Presentation parts c-e Discussion 1 - 10% Presentation 2 - 10% 8 Prepare a short speech on Unit 4: Challenges; "Challenges" parts a-b 9 Unit 4: Challenges; Unit 4 review parts c-e Discussion 2 - 10% 10 Unit 5: The Prepare a short speech on "The Environment; parts a-b Environment" 11 Unit 5: The Unit 5 review Environment; parts c-e Prepare and practice Presentation Discussion 3 – 10% Presentation 3 – 10% 12 Review / Prepare Presentation 3 Unit 6: Stages of Life; parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys Course review / Study

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

planning

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

## [Prerequisites]

English proficiency requirement:

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

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

#### David Raffray

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

Day/Period: 金 4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually.

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

2

Theme No.

Orientation & introductions

Course preview

Study planning CEFR self-evaluation

(Initial)

Unit 1: Lifestyle; parts

a-b

Contents

Write down three SMART learning

goals for this course

Prepare a short speech on

"Lifestyle"

0	TT '/ 1 T'C / 1	TT 'V d
3	Unit 1: Lifestyle; parts	Unit 1 review
	c-e	Prepare & practice Presentation 1
	Discussion	B 1 4 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
_	parts a-b	TI '' 0
5	Unit 2: Competitions;	Unit 2 review
	parts c-e	
	Discussion	B 1 4 1
6	Unit 3: Transportation;	Prepare a short speech on
_	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	**
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	D 1
10	Unit 5: The	Prepare a short speech on "The
	Environment; parts a-b	Environment"
11	Unit 5: The	Unit 5 review
	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 – 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	

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

Course review / Study

planning

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

# [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

# [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [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  $\alpha$  690-

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

Samuel Harper

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

Day/Period: 月 4/Mon.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

  communicate actively by employing strategies for explaining,
- reasoning, persuading, checking and confirming
- · express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

# [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

(Schedule	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Academic	
	Paragraphs	
	Discussion	
3	Chapter 1: Academic	Writing Practice Final
	Paragraphs	
	TTT ' D D	

Writing 1 Final

Review Chapter 2

Writing 2 Draft

Writing 2 Final

Review Chapter 3

Writing 3 Draft

Writing 3 Final

Review Chapter 9

learned in this course'

Prepare a short speech on "What I

pair review Chapter 1: Academic Review Chapter 1 Paragraphs

Writing Practice Final group review

Writing Practice Draft

Chapter 2: Narrative Writing 1 Draft Paragraphs Discussion Chapter 2: Narrative

Paragraphs Writing 1 Draft pair review

5

6

7

8

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

Writing 1 Final

feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Paragraph Structure Writing 2 Draft pair

10 Writing 2 Final DUE 10% Chapter 3: Basic

Paragraph Structure Discussion 2 - 10% Writing 2 Final 11

feedback Chapter 9: Essay Organization Discussion

Chapter 9: Essay 12 Organization Writing 3 Draft pair review

Writing 3 Final DUE 13 10%

Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student

surveys Writing 3 Final feedback Course review / Study planning

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

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

14

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses. Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

#### [Prerequisites]

English proficiency requirement:

TOEFL  ${\small \circledR}$  iBT 52-60, TOEFL  ${\small \circledR}$  ITP 470-499, TOEIC  ${\small \circledR}$  550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test  $\alpha$  690LANe100LD

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

Jonathan Docherty

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

Day/Period:火2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written
- · improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

  communicate actively by employing strategies for explaining,
- reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- · work together with other students in collaborative projects

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

# [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

発行日:2021/4/1

<b>Schedul</b>	_ 1
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No. -Theme Contents Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation 2 Writing Practice Draft (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review 4 Chapter 1: Academic Review Chapter 1 Paragraphs Writing Practice Final group review Chapter 2: Narrative Writing 1 Draft 5 Paragraphs Discussion Chapter 2: Narrative Writing 1 Final 6 Paragraphs Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 2 7 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 9 - 10% Prepare a short speech on "What I Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14 Course review / Study

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

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

### [Prerequisites]

English proficiency requirement:

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

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

Wendy Horikoshi

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

4

Day/Period:木4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則別としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サイトにて 4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ ¿₀ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### (Goal)

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

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

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\not$   $\not$   $\not$   $\not$  / Yes

[Fieldwork in class]

なし/No

[Schedule	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	Ü
	Chapter 1: Academic	
	Paragraphs	
3	Discussion Chapter 1: Academic	Writing Practice Final
5	Paragraphs	Witting I factice I mai
	Writing Practice Draft	
	pair review	
4	Chapter 1: Academic	Review Chapter 1
	Paragraphs Writing Practice Final	
	group review	
5	Chapter 2: Narrative	Writing 1 Draft
	Paragraphs	
	Discussion	****
6	Chapter 2: Narrative	Writing 1 Final
	Paragraphs Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 2
	- 10%	
	Chapter 2: Narrative	
	Paragraphs Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
0	Paragraph Structure	W. C. O.B. 1
9	Chapter 3: Basic Paragraph Structure	Writing 2 Final
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10% Chapter 2: Pagie	
	Chapter 3: Basic Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 9: Essay	
	Organization Discussion	
12	Chapter 9: Essay	Writing 3 Final
	Organization	Ü
	Writing 3 Draft pair	
13	review	Paviary Chantan 0
19	Writing 3 Final DUE - 10%	Review Chapter 9 Prepare a short speech on "What I
	Chapter 9: Essay	learned in this course"
	Organization	
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	
_	planning	_

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

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

## [Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

Attendance: Five or more absences will result in 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]

発行日:2021/4/1

#### [Others]

Wendy is from Australia and majored in Social Sciences. She also holds a Diploma to teach English as a second language. Wendy has lived in Japan for 23 years and has had experience teaching in both universities and Business English in Japanese companies. She aims to create lessons that meet her students' needs and ensures their content are up-to-date and engaging.

#### [Prerequisitess]

English proficiency requirement:

TOEFL  ${\hat{\mathbb R}}$  iBT 52-60, TOEFL  ${\hat{\mathbb R}}$  ITP 470-499, TOEIC  ${\hat{\mathbb R}}$  550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test  $\alpha$  690LANe100LD

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

## David Raffrav

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

Day/Period:金3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- · improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles
- engage proactively in and facilitate discussions on a wide range of topics related to their fields of study

  communicate actively by employing strategies for explaining,
- reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- · work together with other students in collaborative projects

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

# [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

(Schedu	le]

<b>Schedul</b>	e	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
_	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Academic Paragraphs	
	Discussion	
3	Chapter 1: Academic	Writing Practice Final
9	Paragraphs	William I ruovice I mui
	Writing Practice Draft	
	pair review	
4	Chapter 1: Academic	Review Chapter 1
	Paragraphs	
	Writing Practice Final	
	group review	
5	Chapter 2: Narrative	Writing 1 Draft
	Paragraphs	
C	Discussion	Waiting 1 Final
6	Chapter 2: Narrative Paragraphs	Writing 1 Final
	Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 2
	- 10%	T. C.
	Chapter 2: Narrative	
	Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
9	Paragraph Structure Chapter 3: Basic	Writing 2 Final
ð	Paragraph Structure	Witting 2 Final
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	-
	Chapter 3: Basic	
	Paragraph Structure	
	Discussion 2 - 10%	W a.D. 4
11	Writing 2 Final	Writing 3 Draft
	feedback Chapter 9: Essay	
	Organization	
	Discussion	
12	Chapter 9: Essay	Writing 3 Final
	Organization	J
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 9
	- 10%	Prepare a short speech on "What I
	Chapter 9: Essay	learned in this course"
	Organization Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

### [Prerequisites]

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

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

## Glenn Torrens

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

Day/Period:月5/Mon.5

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月 7日  $(水)\sim 13$ 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は で確認のこと。 https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents Orientation &

introductions Course preview Study planning 2

CEFR self-evaluation (Initial) and Identity'

Unit 1: Culture and Identity; parts a-b

Prepare a short speech on "Culture

3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 2: Performing; parts a-b	Prepare a short speech on "Performing"
5	Unit 2: Performing; parts c-e Discussion	Unit 2 review
6	Unit 3: Water; parts a-b	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Opportunities; parts a-b	Prepare a short speech on "Opportunities"
9	Unit 4: Opportunities; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Well-being; parts a-b	Prepare a short speech on "Well-being"
11	Unit 5: Well-being; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued – 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
14	surveys Course review / Study planning	-

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

## [Prerequisites]

English proficiency requirement:

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

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

## Glenn Torrens

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

Day/Period: 木 5/Thu.5

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月 7日 (水)~13日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は で確認のこと。 https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

2

[Schedule]

No. Theme Contents Orientation &

introductions Course preview Study planning

CEFR self-evaluation (Initial) and Identity'

Unit 1: Culture and Identity; parts a-b

Prepare a short speech on "Culture

Identity; parts c-e Discussion Presentation 1 - 10%

3

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13

Unit 1: Culture and

Prepare & practice Presentation 1 Prepare a short speech on

Unit 2: Performing: parts a-b Unit 2: Performing;

"Performing"

Unit 1 review

Unit 2 review

parts c-e Discussion

Unit 3: Water; parts Prepare a short speech on "Water" a-b

Unit 3: Water; parts c-e Unit 3 review Discussion 1 - 10%

Prepare and practice Presentation

Presentation 2 - 10% Prepare a short speech on Unit 4: Opportunities; "Opportunities" parts a-b

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

Unit 5: Well-being; Prepare a short speech on parts a-b "Well-being"

Unit 5: Well-being; Unit 5 review parts c-e Prepare and practice Presentation Discussion 3 - 10% Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Mysteries;

parts a-b Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student

surveys Course review / Study planning

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

## [Prerequisites]

English proficiency requirement:

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

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

## Jonathan Docherty

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

Day/Period:金 3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて **4** 月 **7** 日 (水)~**13** 日 (火) の申し込み期間で 申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/ で確認のこと。This course, the highest-level programs/oncampus/erp/ communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

Orientation & introductions
Course preview

Study planning

CEFR self-evaluation (Initial)

(Initial) and Id Unit 1: Culture and Identity; parts a-b

Prepare a short speech on "Culture and Identity"

Unit 1: Culture and Identity; parts c-e Discussion

Discussion
Presentation 1 - 10%
Unit 2: Performing:

.0% Pre

Prepare & practice Presentation 1

Prepare a short speech on

Unit 2: Performing; "Performing" parts a-b Unit 2: Performing; Unit 2 review

Unit 1 review

parts c-e Discussion

3

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6

7

8

9

10

Unit 3: Water; parts a-b

Prepare a short speech on "Water"

Prepare a short speech on "What I

learned in this course'

Unit 3: Water; parts c-e Unit 3 review
Discussion 1 - 10% Prepare and practice Presentation
2

Presentation 2 - 10% Prepare a short speech on Unit 4: Opportunities; "Opportunities" parts a-b

Unit 4: Opportunities; Unit 4 review parts c-e

parts c-e
Discussion 2 - 10%
Unit 5: Well-being; Prepare a short speech on

parts a-b "Well-being"

11 Unit 5: Well-being; Unit 5 review
parts c-e Prepare and practice Presentation
Discussion 3 - 10% 3

12 Presentation 3 - 10% Review / Prepare Presentation 3
Unit 6: Mysteries;

parts a-b
Presentation 3
continued - 10%
Unit 6: Mysteries;
parts c-e
CEFR self-evaluation
(Final) / Student

surveys
Course review / Study
planning

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

## [Prerequisites]

English proficiency requirement:

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

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

## Helen Nagasawa

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

Day/Period: 金 4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて **4** 月 **7** 日 (水)~**13** 日 (火) の申し込み期間で 申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/ で確認のこと。This course, the highest-level programs/oncampus/erp/ communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

  • expand analysis and research skills by using data to support
- discussions and presentations in class
- work together with other students in collaborative projects

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

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

Theme Contents Orientation & introductions Course preview

Study planning 2 CEFR self-evaluation

(Initial) Unit 1: Culture and Identity; parts a-b

Prepare a short speech on "Culture

and Identity'

Unit 1: Culture and 3 Unit 1 review Prepare & practice Presentation 1 Identity; parts c-e Discussion Presentation 1 - 10% Prepare a short speech on Unit 2: Performing: "Performing" parts a-b Unit 2: Performing; 5 Unit 2 review parts c-e Discussion 6 Unit 3: Water; parts Prepare a short speech on "Water" a-b Unit 3: Water; parts c-e 7 Unit 3 review Discussion 1 - 10% Prepare and practice Presentation 8 Presentation 2 - 10% Prepare a short speech on Unit 4: Opportunities; "Opportunities" parts a-b 9 Unit 4: Opportunities; Unit 4 review parts c-e Discussion 2 - 10%

Unit 5: Well-being; 10 Prepare a short speech on parts a-b "Well-being" 11 Unit 5: Well-being; Unit 5 review parts c-e Prepare and practice Presentation Discussion 3 - 10% 12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Mysteries;

parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys

Course review / Study planning

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Helen Nagasawa is a native New Yorker who began her career in marketing at a publishing company. She has been in Tokyo since 2005 and has over 15 years of experience teaching English to a wide range of students including university students, returnees, and business professionals. Working with learners of varying ages and levels has allowed her to strengthen her communication skills and creativity in the classroom. She also brings with her cross-cultural communication skills from living and working across three continents namely in the United States, China, Japan, and Austria. She is dedicated, a team player and believes that learning is an ongoing process.

# [Prerequisitess]

English proficiency requirement:

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

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

Bridget Kim

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

4

Day/Period:月3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合, この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### (Goal)

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading  $\!\!/$  research
- $\bullet$  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
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- $\bullet$  confidently express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

## [Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class]

なし/No

1 Orientation & introductions Course preview Study planning 2 CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion 3 Chapter 1: Paragraph Structure Writing Practice Draft pair review 4 Chapter 1: Paragraph Structure Writing Practice Final group review 5 Chapter 2: Unity and Coherence Discussion 6 Chapter 2: Unity and Coherence Writing 1 Draft pair review 7 Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10% Writing 1 Final feedback Chapter 3: Using Outside Sources Discussion 9 Chapter 3: Using Outside Sources Writing 2 Draft pair review 10 Writing 2 Final DUE - 10% Chapter 3: Using Outside Sources Discussion 2 - 10% Writing 2 Final DUE - 10% Chapter 4: From Paragraph to Essay Writing 3 Final DUE - 10% Chapter 4: From Paragraph to Essay Writing 4: From Paragraph to Essay Writing 5 Final Paragraph to Essay Writing 6 Final Paragraph to	[Schedule	e]	
introductions Course preview Study planning CEFR Self-Evaluation (Initial) Chapter 1: Paragraph Structure Discussion Chapter 1: Paragraph Structure Writing Practice Draft pair review  Chapter 1: Paragraph Structure Writing Practice Final group review Chapter 2: Unity and Coherence Discussion Chapter 2: Unity and Coherence Writing 1 Draft pair review  Writing 1 Final DUE - 10% Chapter 2: Unit and Coherence Discussion 1 - 10% Writing 1 Final feedback Chapter 3: Using Outside Sources Writing 2 Draft pair review  Writing 2 Final Outside Sources Writing 2 Draft pair review  Writing 2 Final Outside Sources Discussion 2 - 10% Chapter 3: Using Outside Sources Discussion 1 - 10% Writing 2 Final Feedback Chapter 3: Using Outside Sources Discussion 2 - 10% Uriting 2 Final Feedback Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys  Writing 3 Final  Writing 3 Final  Writing 2 Final Feedback Chapter 4: From Paragraph to Essay Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys  Writing 3 Final  - Writing 3 Final	No.		
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[Work to be done outside of class (preparation, etc.)]

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

## Textbooks)

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

planning

## (Grading criteria)

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

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

[Changes following student comments]

#### [Others]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Essay Writing and Listening. Bridget's educational background combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her lessons

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

Thomas Rapsey

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

Day/Period: 火 5/Tue.5

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

<b>I</b> Sc		

[Schedul	e]	
No.	Theme	Contents
1	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	goals for this course
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph Structure	
	Discussion	
3	Chapter 1: Paragraph	Writing Practice Final
	Structure	
	Writing Practice Draft pair review	
4	Chapter 1: Paragraph	Review Chapter 1
_	Structure	
	Writing Practice Final	
-	group review	W.'. 1D 0
5	Chapter 2: Unity and Coherence	Writing 1 Draft
	Discussion	
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	
	Writing 1 Draft pair review	
7	Writing 1 Final DUE	Review Chapter 2
	- 10%	•
	Chapter 2: Unit and	
	Coherence Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Using	
	Outside Sources Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources	
	Writing 2 Draft pair	
10	review Writing 2 Final DUE	Review Chapter 3
10	- 10%	neview Chapter 5
	Chapter 3: Using	
	Outside Sources	
11	Discussion 2 – 10% Writing 2 Final	Writing 3 Draft
11	feedback	Witting 5 Drait
	Chapter 4: From	
	Paragraph to Essay	
12	Discussion Chapter 4: From	Writing 3 Final
12	Paragraph to Essay	Willing of Indi
	Writing 3 Draft pair	
10	review	P : Cl
13	Writing 3 Final DUE - 10%	Review Chapter 4 Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay	
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

# [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

### [Others]

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

# [Prerequisites]

English proficiency requirement: TOEFL & iBT 61+, TOEFL & iBT 60+, TOEIC & 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test  $\alpha$  730+

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

Wendy Horikoshi

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

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日 $(水)\sim13$ 日(水)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### (Goal)

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

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

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

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class]

なし/No

(Schedule)
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[Schedule	e]	
No.	Theme	Contents
1	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	goals for this course
	Study planning	
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 1: Paragraph	
	Structure	
9	Discussion	Waiting Duastics Final
3	Chapter 1: Paragraph Structure	Writing Practice Final
	Writing Practice Draft	
4	pair review	Paviary Chanton 1
4	Chapter 1: Paragraph Structure	Review Chapter 1
	Writing Practice Final	
E	group review	Waiting 1 Dueft
5	Chapter 2: Unity and Coherence	Writing 1 Draft
	Discussion	
6	Chapter 2: Unity and Coherence	Writing 1 Final
	Writing 1 Draft pair	
_	review	
7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Unit and	
	Coherence	
8	Discussion 1 – 10% Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Using Outside Sources	
	Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10% Chapter 3: Using	
	Outside Sources	
	Discussion 2 - 10%	III a.D. e
11	Writing 2 Final feedback	Writing 3 Draft
	Chapter 4: From	
	Paragraph to Essay	
12	Discussion Chapter 4: From	Writing 3 Final
	Paragraph to Essay	S
	Writing 3 Draft pair review	
13	Writing 3 Final DUE	Review Chapter 4
	- 10%	Prepare a short speech on "What I
	Chapter 4: From Paragraph to Essay	learned in this course"
	Discussion 3 – 10%	
	CEFR Self-Evaluation	
	(Final) / Student surveys	
14	Writing 3 Final	-
	feedback Course review / Study	
	planning	

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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]

発行日:2021/4/1

#### [Others]

Wendy is from Australia and majored in Social Sciences. She also holds a Diploma to teach English as a second language. Wendy has lived in Japan for 23 years and has had experience teaching in both universities and Business English in Japanese companies. She aims to create lessons that meet her students' needs and ensures their content are up-to-date and engaging.

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

**Thomas Saunders** 

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

Day/Period:金5/Fri.5

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認の This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

<b>Schedul</b>	el

<b>Schedul</b>	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
_	(Initial)	
	Chapter 1: Paragraph	
	Structure	
	Discussion	W
3	Chapter 1: Paragraph	Writing Practice Final
	Structure Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph	Review Chapter 1
	Structure	•
	Writing Practice Final	
_	group review	***************************************
5	Chapter 2: Unity and	Writing 1 Draft
	Coherence Discussion	
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	William I I man
	Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 2
	- 10%	
	Chapter 2: Unit and Coherence	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Using	
	Outside Sources	
9	Discussion Chapter 3: Using	Writing 2 Final
3	Outside Sources	Witting 2 Final
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	
	Chapter 3: Using Outside Sources	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 4: From	
	Paragraph to Essay	
10	Discussion	W '4' . 0 E' 1
12	Chapter 4: From Paragraph to Essay	Writing 3 Final
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 4
	- 10%	Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

# [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

### [Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

# [Prerequisites]

English proficiency requirement:

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

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

## **Thomas Saunders**

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

Day/Period:月2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日  $(水)\sim 13$  日 (火) の申し込み期間で申し込みが必要なので注意す る。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ 確認のこと。 This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

- make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- · engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing simple strategies for explaining, checking and confirming
- express opinions supported by simple reasoning
- $\bullet \hspace{0.4cm}$  work together with other students in simple collaborative projects

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

## [Method(s)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\not$   $\not$   $\not$  / Yes

【Fieldwork in class】なし/No

Discussion

## [Schodule]

<b>Schedule</b>	e]	
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
3	Unit 7: Journeys; parts	Unit 7 review
	c-e	Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
1	,	
	parts c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 – 10%	=
0		Prepare a short speech on
	Unit 10: Learning;	"Learning"
9	parts a-b Unit 10: Learning;	Unit 10 review
ð	parts c-e	Clift 10 feview
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
10	parts a-b	"Tourism"
11	Unit 11: Tourism;	Unit 11 review
11	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
12	Unit 12: The Earth;	iteview / Trepare Tresentation 6
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
10	continued - 10%	learned in this course"
	Unit 12: The Earth;	rearried in this course
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

# [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

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

Samuel Harper

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

Day/Period: 木 4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイ トにて 4 月 7 日 (水) $\sim$ 13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually.

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

# [Fieldwork in class]

Discussion

なし/No

# [Schedule]

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

4	Presentation 1 - 10%	Prepare a short speech on
	Unit 8: Appearance; parts a-b	"Appearance"
5	Unit 8: Appearance;	Unit 8 review
	parts c-e	
	Discussion	
6	Unit 9: Entertainment;	Prepare a short speech on
	parts a-b	"Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 10: Learning;	"Learning"
	parts a-b	
9	Unit 10: Learning;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on
	parts a-b	"Tourism"
11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: The Earth;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: The Earth;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

## [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

# [Prerequisites]

English proficiency requirement:

TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

### Glenn Torrens

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

Day/Period: 月 3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員:○

# [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O}$   $\subset$   $\mathcal{E}_{\circ}$  This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left " behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class]

なし/No

Schedule]
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[Schedul	e]	
No.	Theme	Contents
1	Orientation & introductions Course preview	Write down three SMART learning goals for this course
2	Study planning CEFR Self-Evaluation (Initial)	Prepare a discussion topic based on Chapter 4
	Chapter 4: Describing with Space Order	
3	Chapter 4: Describing with Space Order	Writing 1 Draft
4	Discussion Chapter 4: Describing with Space Order	Writing 1 Final
	Writing 1 Draft pair	
5	review Writing 1 Final DUE - 10%	Review Chapter 4
	Chapter 4: Describing with Space Order	
6	Discussion 1 – 10% Writing 1 Final feedback	Prepare a discussion topic based on Chapter 5
	Chapter 5: Stating Reasons and Using Examples	
7	Chapter 5: Stating	Writing 2 Draft
	Reasons and Using Examples Discussion	
8	Chapter 5: Stating	Writing 2 Final
	Reasons and Using Examples	
	Writing 2 Draft pair	
9	review Writing 2 Final DUE - 10%	Review Chapter 5
	Chapter 5: Stating	
	Reasons and Using Examples	
10	Discussion 2 - 10%	D 1:
10	Writing 2 Final feedback Chapter 6: Expressing	Prepare a discussion topic based on Chapter 6
11	Your Opinion	W. W. La D. C.
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion	Writing 3 Final
	Writing 3 Draft pair	
13	review Writing 3 Final DUE	Review Chapter 6
	- 10% Chapter 6: Expressing	Prepare a short speech on "What I learned in this course"
	Your Opinion Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
14	surveys Writing 3 Final	_
	feedback	
	Course review / Study planning	

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

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

#### [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

#### [References]

Supplementary in-class handouts (free)

#### [Grading criteria]

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

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

#### [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

Joe Trujillo

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

Day/Period:金3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O} \subset \mathcal{E}_{\circ}$  This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

[Schedule] Theme Contents No. Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Prepare a discussion topic based on 2 (Initial) Chapter 4 Chapter 4: Describing with Space Order Chapter 4: Describing Writing 1 Draft 3 with Space Order Discussion Chapter 4: Describing Writing 1 Final with Space Order Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 4 5 10% Chapter 4: Describing with Space Order Discussion 1 – 10% Writing 1 Final 6 Prepare a discussion topic based on feedback Chapter 5 Chapter 5: Stating Reasons and Using Examples 7 Chapter 5: Stating Writing 2 Draft Reasons and Using Examples Discussion 8 Chapter 5: Stating Writing 2 Final Reasons and Using Examples Writing 2 Draft pair review Writing 2 Final DUE Review Chapter 5 9 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10% Writing 2 Final 10 Prepare a discussion topic based on feedback Chapter 6 Chapter 6: Expressing Your Opinion Chapter 6: Expressing 11 Writing 3 Draft Your Opinion Discussion Chapter 6: Expressing 12 Writing 3 Final Your Opinion Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 6 10% Prepare a short speech on "What I Chapter 6: Expressing learned in this course' Your Opinion Discussion 3 -CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14 Course review / Study

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

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

# [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

# [References]

Supplementary in-class handouts (free)

planning

#### [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

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

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

#### Glenn Torrens

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

Day/Period: 月 4/Mon.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

#### [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one

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

[Fieldwork in class]

なし/No

[Schedule]

Theme Contents No.

Orientation & Write down three SMART learning

introductions goals for this course Course preview

Study planning

2 CEFR self-evaluation Prepare a short speech on "Work" (Initial)

Unit 7: Work; parts a-b

3	Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 - 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

# [Prerequisitess]

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  $\alpha$  690-

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

Jonathan Docherty

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

Day/Period: 火 3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

#### [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

Orientation & Write down three SMART learning

introductions Course preview

Study planning

2 CEFR self-evaluation (Initial)

Unit 7: Work; parts a-b

goals for this course

Prepare a short speech on "Work"

Unit 7: Work; parts c-e Prepare & practice Presentation 1 Discussion Presentation 1 - 10% Prepare a short speech on 4 Unit 8: Technology; "Technology" parts a-b Unit 8: Technology; Unit 8 review 5 parts c-e Discussion Unit 9: Vacations; 6 Prepare a short speech on parts a-b "Vacations" 7 Unit 9: Vacations; Unit 9 review parts c-e Prepare and practice Presentation Discussion 1 - 10% Presentation 2 - 10% Prepare a short speech on 8 Unit 10: Products; "Products" parts a-b 9 Unit 10: Products; Unit 10 review parts c-e Discussion 2 - 10% 10 Unit 11: History; parts Prepare a short speech on "History" a-b 11 Unit 11: History; parts Unit 11 review Prepare and practice Presentation Discussion 3 - 10% Review / Prepare Presentation 3 12 Presentation 3 - 10% Unit 12: Nature; parts a-b Presentation 3 13 Prepare a short speech on "What I continued - 10% learned in this course' Unit 12: Nature; parts CEFR self-evaluation (Final) / Student surveys Course review / Study 14

Unit 7 review

[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]

3

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

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

Attendance: Five or more absences will result in 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, Visuals)

[Changes following student comments]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

# [Prerequisites]

English proficiency requirement:

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

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

#### David Raffray

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

Day/Period: 火 4/Tue.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 tt https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

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[Schedule		
No. 1	Theme Orientation & introductions	Contents Write down three SMART learning goals for this course
2	Course preview Study planning CEFR Self-Evaluation (Initial)	Writing Practice Draft
3	Chapter 5: Process Paragraphs Discussion Chapter 5: Process Paragraphs	Writing Practice Final
4	Writing Practice Draft pair review Chapter 5: Process Paragraphs Writing Practice Final	Review Chapter 5
5	group review Chapter 6: Definition Paragraphs	Writing 1 Draft
6	Discussion Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10%	Review Chapter 6
8	Chapter 6: Definition Paragraphs Discussion 1 - 10% Writing 1 Final feedback Chapter 7: Cause /	Writing 2 Draft
9	Effect Paragraphs Discussion Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair	Writing 2 Final
10	review Writing 2 Final DUE - 10%	Review Chapter 7
11	Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10% Writing 2 Final feedback Chapter 10: Opinion Essays	Writing 3 Draft
12	Discussion Chapter 10: Opinion Essays Writing 3 Draft pair	Writing 3 Final
13	review Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs 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, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

#### [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  $\alpha$  690-729

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

Joe Trujillo

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

Day/Period:金4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ と。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

### [Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak{H}(\mathcal{F})$  / Yes

[Fieldwork in class]

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No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
0	Study planning	Waiting Durching Durch
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
_	group review	W 1 D. 6
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs Discussion	
6	Chapter 6: Definition	Writing 1 Final
U	Paragraphs	Willing I Final
	Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 6
	- 10%	
	Chapter 6: Definition	
	Paragraphs	
_	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback Chapter 7: Cause /	
	Effect Paragraphs	
	Discussion	
9	Chapter 7: Cause /	Writing 2 Final
	Effect Paragraphs	
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 7
	- 10%	
	Chapter 7: Cause /	
	Effect Paragraphs Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
11	feedback	Witting 5 Diait
	Chapter 10: Opinion	
	Essays	
	Discussion	
12	Chapter 10: Opinion	Writing 3 Final
	Essays	
	Writing 3 Draft pair	
19	review Writing 2 Final DUF	Pavious Chantar 10
13	Writing 3 Final DUE - 10%	Review Chapter 10 Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

#### [Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

planning

# (Grading criteria)

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

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

[Changes following student comments]

#### [Others]

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

# [Prerequisites]

English proficiency requirement:

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

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

### Glenn Torrens

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

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

#### [Method(s)

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak{F}_{0}$  / Yes

[Fieldwork in class]

parts c-e Discussion

なし / No

### [Schedule]

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No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space;	Unit 7 review

Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-h	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "No
	Unit 10: No limits; parts a-b	limits"
9	Unit 10: No limits;	Unit 10 review
J	parts c-e	Chit 10 Teview
	Discussion 2 -10%	
10	Unit 11: Connections;	Prepare a short speech on
10	parts a-b	"Connections"
11	Unit 11: Connections;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 -10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 12: Experts; parts	
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Experts; parts	
	с-е	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

# [Prerequisites]

English proficiency requirement:

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

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

Joe Trujillo

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

Day/Period:金5/Fri.5

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually

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

[Fieldwork in class] なし/No

> parts c-e Discussion

[Schedule]

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	
	parts a-b	
3	Unit 7: Living space;	Unit 7 review

Prepare & practice Presentation 1

4	Presentation 1 – 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts	Unit 9 review
	c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10%	Prepare a short speech on "No
	Unit 10: No limits; parts a-b	limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections;	Unit 11 review
	parts c-e Discussion 3 -10%	Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
	surveys	
14	Course review / Study	-

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

planning

# (Grading criteria)

Attendance: Five or more absences will result in 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, Visuals)

[Changes following student comments]

#### [Others]

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

# [Prerequisitess]

English proficiency requirement:

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

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

Jonathan Docherty

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

Day/Period: 火 2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、 大学の行動方針レベルが2となった場合,この授業は原則としてオンラインで行う。 具体的な授業の 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間 で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac. jp/programs/oncampus/erp/ で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

#### [Goal]

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

- $\bullet$  write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in a cademic 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
- $\bullet$  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)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\delta$   $\theta$  / Yes

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

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

Course preview Study planning 2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final Essays Writing Practice Draft pair review Chapter 5: Process 4 Review Chapter 5 Essays Writing Practice Final group review Chapter 6: Cause / Writing 1 Draft 5 Effect Essays Discussion Chapter 6: Cause / 6 Writing 1 Final Effect Essays Writing 1 Draft pair review 7 Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% Writing 2 Final 11 Writing 3 Draft feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 10% Prepare a short speech on "What I Chapter 8: learned in this course' Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback

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

Course review / Study

planning

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

#### [Textbooks]

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

### Samuel Harper

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

Day/Period:木5/Thu.5

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、 大学の行動方針レベルが2と なった場合、この授業は原則としてオンラインで行う。 具体的な授業の 方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間 で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac. で確認のこと。This course, the highest jp/programs/oncampus/erp/ level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

#### [Goal]

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- $\bullet\,$  be sensitive to the importance of citation and reference in a cademic writing and avoid plagiarism
- $\bullet\,$  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)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\rlap{/}{\,\bar{x}_{\!\!\!/}}\,\, \rlap{/}\,\, Yes$ 

[Fieldwork in class]

なし/No

# (Schedule)

No. Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process Writing Practice Final 3 Essays Writing Practice Draft pair review Chapter 5: Process Review Chapter 5 4 Essays Writing Practice Final group review Chapter 6: Cause / Writing 1 Draft 5 Effect Essays Discussion Chapter 6: Cause / Writing 1 Final 6 Effect Essays Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 6 7 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% Writing 2 Final 11 Writing 3 Draft feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 - 10% Prepare a short speech on "What I Chapter 8: learned in this course' Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback Course review / Study planning

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

#### [Prerequisites]

English proficiency requirement: TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test  $\alpha$  730+

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

### Aaron Maywald

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

Day/Period:火3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points

#### [Goal]

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

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

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

#### [Method(s)

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

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

Course preview Study planning

2 CEFR self-evaluation Prepare a short speech on "People"

(Initial) Unit 1: People; parts

a-b

3 Unit 1: People; parts Unit 1 review Prepare & practice Presentation 1 Discussion Presentation 1 - 10% Unit 2: Possessions; Prepare a short speech on "Possessions parts a-b Unit 2: Possessions: 5 Unit 2 review parts c-e Discussion 6 Unit 3: Places; parts Prepare a short speech on "Places" a-b 7 Unit 3: Places; parts Unit 3 review Prepare and practice Presentation Discussion 1 - 10% 8 Presentation 2 - 10% Prepare a short speech on "Free Unit 4: Free Time; parts a-b 9 Unit 4: Free Time; Unit 4 review parts c-e Discussion 2 - 10% 10 Unit 5: Food; parts a-b Prepare a short speech on "Food" Unit 5: Food; parts c-e Unit 5 review 11 Discussion 3 - 10% Prepare and practice Presentation 12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Past Lives; parts a-b Presentation 3 13 Prepare a short speech on "What I continued - 10% Unit 6: Past Lives; learned in this course' parts c-e CEFR self-evaluation (Final) / Student surveys 14 Course review / Study planning

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### Others

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

### [Prerequisites]

English proficiency requirement:

TOEFL ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

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

### Aaron Maywald

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

Day/Period: 金 2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points

#### [Goal]

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

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

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

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three two of which are done in pairs / groups, and one presentations individually

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

[Fieldwork in class]

なし/No

[Schedule]

2

Theme

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

> Course preview Study planning

CEFR self-evaluation Prepare a short speech on "People" (Initial)

Unit 1: People; parts a-b

3	Unit 1: People; parts	Unit 1 review Prepare & practice Presentation 1
	Discussion	Trepare & practice Trescribation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Possessions;	"Possessions"
_	parts a-b	** ** 0
5	Unit 2: Possessions;	Unit 2 review
	parts c-e Discussion	
6	Unit 3: Places; parts	Prepare a short speech on "Places"
	a-b	T. C.
7	Unit 3: Places; parts	Unit 3 review
	с-е	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on "Free
	Unit 4: Free Time;	Time"
9	parts a-b Unit 4: Free Time;	Unit 4 review
9	parts c-e	Offit 4 review
	Discussion 2 - 10%	
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation
		3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Past Lives;	
4.0	parts a-b	
13	Presentation 3 continued – 10%	Prepare a short speech on "What I learned in this course"
	Unit 6: Past Lives;	learned in this course
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

Attendance: Five or more absences will result in 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, Visuals)

[Changes following student comments]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. dynamic learning environment is suitable for learners of all levels.

### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

### Jeffrey Berry

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

Day/Period:金 3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意す る。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ 確認のこと。 This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

【Fieldwork in class】なし/No

Discussion

#### (Schedule)

No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "People"
	(Initial)	
	Unit 1: People; parts	
	a-b	
3	Unit 1: People; parts	Unit 1 review

Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 2: Possessions; parts a-b	Prepare a short speech on "Possessions"
5	Unit 2: Possessions; parts c-e Discussion	Unit 2 review
6	Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts	Unit 3 review
	c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time; parts a-b	Prepare a short speech on "Free Time"
9	Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

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

#### [Textbooks]

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

# [References]

Supplementary in-class handouts (free)

#### [Grading criteria]

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

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

[Changes following student comments]

# [Others]

Jeffrey is from Seattle, USA and holds a Master's in Adult Education. He also holds a certificate in Teaching English to Speakers of Other Languages (TESOL). Jeffrey came to Japan in 2015 and has experience teaching in both university students and company employees. His students have commented on his ability to motivate and inspire them for maximum language output and skills development.

### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

# David Raffray

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

Day/Period: 月 2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合, この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O}$   $\subset$   $\mathcal{E}$  . This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

(Schedul	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing	•
	People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People	
	Discussion	
4	Chapter 1: Describing	Writing 1 Final
	People	
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 1
	- 10%	
	Chapter 1: Describing	
	People	
_	Discussion 1 - 10%	
6	Writing 1 Final	Prepare a discussion topic based on
	feedback	Chapter 2
	Chapter 2:	
	Listing-Order	
7	Paragraphs Chapter 2:	Waiting 2 Droft
7	Listing-Order	Writing 2 Draft
	Paragraphs	
	Discussion	
8	Chapter 2:	Writing 2 Final
-	Listing-Order	
	Paragraphs	
	Writing 2 Draft pair	
	review	
9	Writing 2 Final DUE	Review Chapter 2
	- 10%	
	Chapter 2:	
	Listing-Order	
	Paragraphs	
	Discussion 2 – 10%	
10	Writing 2 Final	Prepare a discussion topic based on
	feedback	Chapter 3
	Chapter 3: Giving	
11	Instructions	W. W. O.D. G
11	Chapter 3: Giving Instructions	Writing 3 Draft
	Discussion	
12	Chapter 3: Giving	Writing 3 Final
12	Instructions	Witning of Intal
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 3
	- 10%	Prepare a short speech on "What I
	Chapter 3: Giving	learned in this course"
	Instructions	
	Discussion 3 - 10%	
	<b>CEFR Self-Evaluation</b>	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

planning

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

#### [References]

Supplementary in-class handouts (free)

#### [Grading criteria]

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

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

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® 1BT 45-51, TOEFL ® 1TP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

#### David Raffray

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

---/D------ I · I

Day/Period:月4/Mon.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

#### [Mathad(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class. and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】 なし/No

Sched	lule
No.	Th
1	Or

2

Contents

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

Course preview Study planning

CEFR Self-Evaluation Prepare a discussion topic based on (Initial) Chapter 1

Chapter 1: Describing People Discussion

Chapter 1: Describing 3 Writing 1 Draft

People Discussion

Chapter 1: Describing Writing 1 Final 4 People

Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 1 5 10%

Chapter 1: Describing People

Discussion 1 - 10% Writing 1 Final

6 Prepare a discussion topic based on feedback Chapter 2 Chapter 2:

Listing-Order Paragraphs

7 Chapter 2: Writing 2 Draft

Listing-Order Paragraphs Discussion Chapter 2:

Writing 2 Final

Listing-Order Paragraphs Writing 2 Draft pair review

9 Writing 2 Final DUE Review Chapter 2

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

10 Writing 2 Final Prepare a discussion topic based on

feedback Chapter 3

Chapter 3: Giving

Instructions Chapter 3: Giving Instructions

11 Writing 3 Draft

Discussion Chapter 3: Giving Instructions

12 Writing 3 Final

Writing 3 Draft pair review 13

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

learned in this course'

Chapter 3: Giving

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

surveys Writing 3 Final 14 feedback

Course review / Study planning

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

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

#### [References]

Supplementary in-class handouts (free)

#### [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications

# [Prerequisitess]

English proficiency requirement:

TOEFL  ${\hat{\mathbb B}}$  iBT 45-51, TOEFL  ${\hat{\mathbb B}}$  ITP 450-469, TOEIC  ${\hat{\mathbb B}}$  550-549, IELTS 5.0or EIKEN ® CSE2.0 2200+ or English Placement Test $\,a\,$  640-689

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

Bridget Kim

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

4

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O}$   $\subset$   $\mathcal{E}_{\circ}$  This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ··· second ···" etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

### [Method(s)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

あり/Yes

[Fieldwork in class]

なし/No

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

People
Discussion
Chapter 1: Describing Writing 1 Draft

People Discussion

Chapter 1: Describing Writing 1 Final People Writing 1 Draft pair

review
Writing 1 Final DUE Review Chapter 1

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

[Schedule]

3

4

5

6

8

11

13

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

Writing 2 Final

Writing 3 Draft

Review Chapter 3

Prepare a short speech on "What I

Chapter 2: Listing-Order Paragraphs

Paragraphs

7 Chapter 2: Writing 2 Draft Listing-Order

> Discussion Chapter 2: Listing-Order Paragraphs Writing 2 Draft pair

9 Writing 2 Final DUE Review Chapter 2

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

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

Chapter 3: Giving Instructions Chapter 3: Giving

Instructions

Discussion
12 Chapter 3: Giving Writing 3 Final

Chapter 3: Giving Instructions Writing 3 Draft pair

review

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

Chapter 3: Giving learned in this course"

Instructions

Discussion 2 10%

surveys
Writing 3 Final
feedback
Course review / Study
planning

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

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

#### [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

#### [References]

Supplementary in-class handouts (free)

#### (Grading criteria)

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

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

#### [Others]

Bridget Kim is from New York City, USA. She majored in Criminal Justice, and has a Baccalaureate in Psychology, minoring in Asian Studies. Prior to working at Hosei University, she has been an Assistant Educator, a Teaching Assistant and a Student Tutor in the United States. In addition, she has also been a Translator and a Japanese Liaison Officer at Comic and Anime conferences. Her experience as a University Instructor includes classes on Presentations, Discussions, Bridget's educational background Essay Writing and Listening. combined with her experience teaching a variety of subject matters, ensure learners are always actively engaged and fulfilled during her

#### [Prerequisites]

English proficiency requirement:

 $\bar{\text{TOEFL}}$  ® iBT 45-51,  $\bar{\text{TOEFL}}$  ® ITP 450-469,  $\bar{\text{TOEIC}}$  ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

#### Aaron Maywald

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

Day/Period:火2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員: 〇

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

# [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one

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

[Fieldwork in class]

# [Schedule]

No. Theme Contents

Write down three SMART learning Orientation & introductions

Prepare a short speech on

goals for this course Course preview

Study planning

2 CEFR self-evaluation

> (Initial) "Lifestyle"

Unit 1: Lifestyle; parts

a-b

3	Unit 1: Lifestyle; parts c-e	Unit 1 review Prepare & practice Presentation 1
4	Discussion Presentation 1 - 10% Unit 2: Competitions;	Prepare a short speech on "Competitions"
5	parts a-b Unit 2: Competitions; parts c-e	Unit 2 review
6	Discussion Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life;	Review / Prepare Presentation 3
13	parts a-b Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
14	surveys Course review / Study planning	-
_		_

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

### [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. dynamic learning environment is suitable for learners of all levels.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690LANe100LD

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

#### David Raffray

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

Day/Period: 火 3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員: 〇

#### [Outline and objectives]

-本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually

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

[Fieldwork in class] なし/No

# [Schedule]

2

Theme No. Contents

Orientation & Write down three SMART learning

introductions goals for this course

Course preview

Study planning CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts

Prepare a short speech on

"Lifestyle"

a-b

3	Unit 1: Lifestyle; parts c-e	Unit 1 review Prepare & practice Presentation 1
4	Discussion Presentation 1 - 10% Unit 2: Competitions;	Prepare a short speech on "Competitions"
5	parts a-b Unit 2: Competitions; parts c-e	Unit 2 review
6	Discussion Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Prepare and practice Presentation
8	Presentation 2 - 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e	Unit 4 review
10	Discussion 2 - 10% Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life;	Review / Prepare Presentation 3
13	parts a-b Presentation 3 continued - 10% Unit 6: Stages of Life;	Prepare a short speech on "What I learned in this course"
	parts c-e CEFR self-evaluation (Final) / Student surveys	
14	Course review / Study planning	-
Mark to	ha dana auteida of alaes (n	roparation ata \1

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

# [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690LANe100LD

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

#### Aaron Maywald

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

Day/Period: 金 3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サ イトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

# [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one

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

[Fieldwork in class]

[Schedule]

No. Theme Contents

Write down three SMART learning Orientation & introductions

"Lifestyle"

goals for this course

Course preview Study planning

CEFR self-evaluation 2 Prepare a short speech on

(Initial)

Unit 1: Lifestyle; parts

a-b

**–** 55 **–** 

3	Unit 1: Lifestyle; parts	Unit 1 review
	с-е	Prepare & practice Presentation 1
	Discussion	
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Competitions;	"Competitions"
_	parts a-b	TI '' 2
5	Unit 2: Competitions;	Unit 2 review
	parts c-e Discussion	
6	Unit 3: Transportation;	Prepare a short speech on
U	parts a-b	"Transportation"
7	Unit 3: Transportation;	Unit 3 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Challenges;	"Challenges"
	parts a-b	
9	Unit 4: Challenges;	Unit 4 review
	parts c-e	
	Discussion 2 - 10%	D
10	Unit 5: The	Prepare a short speech on "The
11	Environment; parts a-b Unit 5: The	Environment" Unit 5 review
11	Environment; parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 – 10%	Review / Prepare Presentation 3
	Unit 6: Stages of Life;	The view / Trepare Tresentation o
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Stages of Life;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
_	planning	_
F		

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

# [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. dynamic learning environment is suitable for learners of all levels.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690LANe100LD

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

### Glenn Torrens

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

Day/Period:月2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ  $\mathcal{E}_{\circ}$  This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- · improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles
- engage proactively in and facilitate discussions on a wide range of
- topics related to their fields of study

  communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

# [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

<b>I</b> Sc		

No. -Theme Contents Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review 4 Chapter 1: Academic Review Chapter 1 Paragraphs Writing Practice Final group review Chapter 2: Narrative Writing 1 Draft 5 Paragraphs Discussion Chapter 2: Narrative Writing 1 Final 6 Paragraphs Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 2 7 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 9 - 10% Prepare a short speech on "What I Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14 Course review / Study

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

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

# [Prerequisitess]

English proficiency requirement:

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

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

David Raffray

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

4

Day/Period:月3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則別としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サイトにて 4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ ¿₀ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

#### [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\not$   $\not$   $\not$  / Yes

[Fieldwork in class]

なし/No

[Schedule	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Academic	
	Paragraphs	
0	Discussion	W.'. D D. 1
3	Chapter 1: Academic	Writing Practice Final
	Paragraphs Writing Practice Draft	
	pair review	
4	Chapter 1: Academic	Review Chapter 1
•	Paragraphs	To view onapter 1
	Writing Practice Final	
	group review	
5	Chapter 2: Narrative	Writing 1 Draft
	Paragraphs	
	Discussion	
6	Chapter 2: Narrative	Writing 1 Final
	Paragraphs	
	Writing 1 Draft pair	
7	review	Di (1t 9
7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Narrative	
	Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Basic	
	Paragraph Structure	
9	Chapter 3: Basic	Writing 2 Final
	Paragraph Structure	
	Writing 2 Draft pair	
10	review	D : 01 + 0
10	Writing 2 Final DUE	Review Chapter 3
	- 10% Chapter 2: Pagie	
	Chapter 3: Basic Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	William o Brain
	Chapter 9: Essay	
	Organization	
	Discussion	
12	Chapter 9: Essay	Writing 3 Final
	Organization	
	Writing 3 Draft pair	
10	review	Di (1t 0
13	Writing 3 Final DUE	Review Chapter 9
	- 10% Chapter 9: Essay	Prepare a short speech on "What I learned in this course"
	Organization	learned in this course
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	
	planning	

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

Students will be expected to spend 2 hours a week 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]

# [References]

Supplementary in-class handouts (free)

# [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

#### [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  $\alpha$  690-729

LANe100LD

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

# Norutado Nakagawa

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

4

Day/Period:木2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サイトにて 4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ الله This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

- compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- $\bullet\,$  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
- $\bullet \quad work \ together \ with \ other \ students \ in \ collaborative \ projects$

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

#### [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak{B}$  /) /Yes

【Fieldwork in class】 なし/No

ľS	مh	ᄾ	 $\sim 1$

No. -Theme Contents Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation Writing Practice Draft 2 (Initial) Chapter 1: Academic Paragraphs Discussion Chapter 1: Academic 3 Writing Practice Final Paragraphs Writing Practice Draft pair review Chapter 1: Academic 4 Review Chapter 1 Paragraphs Writing Practice Final group review Chapter 2: Narrative Writing 1 Draft 5 Paragraphs Discussion Chapter 2: Narrative Writing 1 Final 6 Paragraphs Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 2 7 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 9 - 10% Prepare a short speech on "What I Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14 Course review / Study

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

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

# [References]

Supplementary in-class handouts (free)

planning

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

# [Prerequisites]

English proficiency requirement:

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

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

### Jonathan Docherty

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

Day/Period: 月 3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月 7日 (水)~13日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は で確認のこと。 https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents Orientation &

introductions Course preview Study planning 2

CEFR self-evaluation Prepare a short speech on "Culture (Initial)

Unit 1: Culture and Identity; parts a-b

and Identity'

Unit 1: Culture and Identity; parts c-e Discussion

Unit 1 review

Prepare & practice Presentation 1

Presentation 1 - 10% Prepare a short speech on Unit 2: Performing: parts a-b Unit 2: Performing;

"Performing" Unit 2 review

parts c-e Discussion

3

5

6

7

8

10

13

Unit 3: Water; parts

Prepare a short speech on "Water"

a-b Unit 3: Water; parts c-e Unit 3 review Discussion 1 - 10%

Prepare and practice Presentation

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

Prepare a short speech on "Opportunities"

Unit 4 review

9 Unit 4: Opportunities; parts c-e

Discussion 2 - 10% Unit 5: Well-being; Prepare a short speech on

parts a-b "Well-being" 11 Unit 5: Well-being; parts c-e Discussion 3 - 10% 12 Presentation 3 - 10%

Unit 6: Mysteries;

Unit 5 review Prepare and practice Presentation Review / Prepare Presentation 3

learned in this course'

Prepare a short speech on "What I

parts a-b Presentation 3 continued - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student

surveys Course review / Study planning

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

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

### [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# (Grading criteria)

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

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

[Changes following student comments]

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

#### [Prerequisites]

English proficiency requirement:

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

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

### Takao Kasumi

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

Day/Period:木 2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月 7日 (水)~13日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は で確認のこと。 https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

# [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

1 Orientation & introductions
Course preview

Study planning
CEFR self-evaluation
(Initial)

Prepare a short speech on "Culture and Identity"

Unit 1: Culture and Identity; parts a-b

Prepare & practice Presentation 1 Identity; parts c-e Discussion Presentation 1 - 10% Prepare a short speech on Unit 2: Performing: "Performing" parts a-b Unit 2: Performing; 5 Unit 2 review parts c-e Discussion 6 Unit 3: Water; parts Prepare a short speech on "Water" a-b Unit 3: Water; parts c-e 7 Unit 3 review Discussion 1 - 10% Prepare and practice Presentation 8 Presentation 2 - 10% Prepare a short speech on Unit 4: Opportunities; "Opportunities" parts a-b 9 Unit 4: Opportunities; Unit 4 review parts c-e Discussion 2 - 10% Unit 5: Well-being; 10 Prepare a short speech on parts a-b "Well-being" 11 Unit 5: Well-being; Unit 5 review parts c-e Prepare and practice Presentation Discussion 3 - 10% 12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Mysteries; parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys Course review / Study planning

Unit 1 review

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

Unit 1: Culture and

3

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

#### [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

#### [Prerequisites]

English proficiency requirement:

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

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

### Norutado Nakagawa

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

4

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて **4** 月 **7** 日 (水)~**13** 日 (火) の申し込み期間で 申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/ で確認のこと。This course, the highest-level programs/oncampus/erp/ communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

Orientation & introductions
Course preview

Study planning
CEFR self-evaluation

(Initial) and Identity

Unit 1: Culture and Identity; parts a-b

Prepare a short speech on "Culture

Unit 1: Culture and 3 Unit 1 review Prepare & practice Presentation 1 Identity; parts c-e Discussion Presentation 1 - 10% Prepare a short speech on Unit 2: Performing: "Performing" parts a-b Unit 2: Performing; 5 Unit 2 review parts c-e Discussion 6 Unit 3: Water; parts Prepare a short speech on "Water" a-b Unit 3: Water; parts c-e 7 Unit 3 review Discussion 1 - 10% Prepare and practice Presentation 8 Presentation 2 - 10% Prepare a short speech on Unit 4: Opportunities; "Opportunities" parts a-b 9 Unit 4: Opportunities; Unit 4 review parts c-e Discussion 2 - 10% Unit 5: Well-being; 10 Prepare a short speech on parts a-b "Well-being" 11 Unit 5: Well-being; Unit 5 review parts c-e Prepare and practice Presentation Discussion 3 - 10% 12 Presentation 3 - 10% Review / Prepare Presentation 3 Unit 6: Mysteries; parts a-b 13 Presentation 3 Prepare a short speech on "What I continued - 10% learned in this course' Unit 6: Mysteries; parts c-e CEFR self-evaluation

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

(Final) / Student surveys

planning

Course review / Study

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

#### [Textbooks]

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

### [References]

Supplementary in-class handouts (free)

# [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

### [Prerequisitess]

English proficiency requirement:

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

ERP CE3 (Tama): Writing & Discussion: Advanced

#### Aaron Maywald

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

Day/Period: 火 4/Tue.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日 $(水)\sim13$ 日(水)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class]

なし/No

(Schedule)
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[Schedule]			
No.	Theme	Contents	
1	Orientation &	Write down three SMART learning	
	introductions	goals for this course	
	Course preview		
_	Study planning		
2	CEFR Self-Evaluation	Writing Practice Draft	
	(Initial)		
	Chapter 1: Paragraph		
	Structure Discussion		
3	Chapter 1: Paragraph	Writing Practice Final	
9	Structure	Witting Fractice Final	
	Writing Practice Draft		
	pair review		
4	Chapter 1: Paragraph	Review Chapter 1	
	Structure	•	
	Writing Practice Final		
	group review		
5	Chapter 2: Unity and	Writing 1 Draft	
	Coherence		
	Discussion		
6	Chapter 2: Unity and	Writing 1 Final	
	Coherence		
	Writing 1 Draft pair		
7	review	Daviery Chanten 9	
7	Writing 1 Final DUE - 10%	Review Chapter 2	
	Chapter 2: Unit and		
	Coherence		
	Discussion 1 - 10%		
8	Writing 1 Final	Writing 2 Draft	
	feedback		
	Chapter 3: Using		
	Outside Sources		
	Discussion		
9	Chapter 3: Using	Writing 2 Final	
	Outside Sources		
	Writing 2 Draft pair		
10	review	D : Cl + 2	
10	Writing 2 Final DUE	Review Chapter 3	
	- 10%		
	Chapter 3: Using Outside Sources		
	Discussion 2 - 10%		
11	Writing 2 Final	Writing 3 Draft	
	feedback	William o Brait	
	Chapter 4: From		
	Paragraph to Essay		
	Discussion		
12	Chapter 4: From	Writing 3 Final	
	Paragraph to Essay		
	Writing 3 Draft pair		
	review		
13	Writing 3 Final DUE	Review Chapter 4	
	- 10%	Prepare a short speech on "What I	
	Chapter 4: From	learned in this course"	
	Paragraph to Essay Discussion 3 - 10%		
	CEFR Self-Evaluation		
	(Final) / Student		
	surveys		
14	Writing 3 Final	-	
	feedback		
	Course review / Study		
	planning		

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

#### [References]

Supplementary in-class handouts (free)

#### [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

#### [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

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

### Norutado Nakagawa

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

Day/Period: 木 4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

#### [Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak B$   $\mathfrak h$  / Yes

【Fieldwork in class】なし/No

chec	

[Schedul	e]	
No.	Theme	Contents
1	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	goals for this course
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph Structure	
	Discussion	
3	Chapter 1: Paragraph	Writing Practice Final
	Structure	
	Writing Practice Draft pair review	
4	Chapter 1: Paragraph	Review Chapter 1
_	Structure	
	Writing Practice Final	
-	group review	W.'. 1D 0
5	Chapter 2: Unity and Coherence	Writing 1 Draft
	Discussion	
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	
	Writing 1 Draft pair review	
7	Writing 1 Final DUE	Review Chapter 2
	- 10%	•
	Chapter 2: Unit and	
	Coherence Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 3: Using	
	Outside Sources Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources	
	Writing 2 Draft pair	
10	review Writing 2 Final DUE	Review Chapter 3
10	- 10%	neview Chapter 5
	Chapter 3: Using	
	Outside Sources	
11	Discussion 2 – 10% Writing 2 Final	Writing 3 Draft
11	feedback	Witting 5 Drait
	Chapter 4: From	
	Paragraph to Essay	
12	Discussion Chapter 4: From	Writing 3 Final
12	Paragraph to Essay	Willing of Indi
	Writing 3 Draft pair	
10	review	P : Cl
13	Writing 3 Final DUE - 10%	Review Chapter 4 Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay	
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

# [References]

Supplementary in-class handouts (free)

planning

#### [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

#### [Prerequisites]

English proficiency requirement: TOEFL & iBT 61+, TOEFL & iBT 60+, TOEIC & 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test  $\alpha$  730+

ERP CE3 (Tama): Writing & Discussion: Advanced

### Helen Nagasawa

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

4

Day/Period:金2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### (Goal)

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

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

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

# [Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak{F}(\mathfrak{h})$  / Yes

【Fieldwork in class】 なし/No

[Schedule]		
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	o .
	Chapter 1: Paragraph	
	Structure	
	Discussion	
3	Chapter 1: Paragraph	Writing Practice Final
	Structure	
	Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph	Review Chapter 1
	Structure	
	Writing Practice Final	
	group review	
5	Chapter 2: Unity and	Writing 1 Draft
	Coherence	
	Discussion	W 4 Et al.
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	
	Writing 1 Draft pair	
7	review Writing 1 Final DUE	Paviary Chapter 2
'	- 10%	Review Chapter 2
	Chapter 2: Unit and	
	Coherence	
	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
-	feedback	
	Chapter 3: Using	
	Outside Sources	
	Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources	
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	
	Chapter 3: Using	
	Outside Sources	
	Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	
	Chapter 4: From	
	Paragraph to Essay	
12	Discussion	Waiting 2 Final
14	Chapter 4: From	Writing 3 Final
	Paragraph to Essay	
	Writing 3 Draft pair review	
13	Writing 3 Final DUE	Review Chapter 4
10	- 10%	Prepare a short speech on "What I
	Chapter 4: From	learned in this course"
	Paragraph to Essay	Tourned in min course
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

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

#### Textbooks)

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

#### [References]

Supplementary in-class handouts (free)

planning

#### (Grading criteria)

Attendance: Five or more absences will result in 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)

#### [Others]

Helen Nagasawa is a native New Yorker who began her career in marketing at a publishing company. She has been in Tokyo since 2005 and has over 15 years of experience teaching English to a wide range of students including university students, returnees, and business professionals. Working with learners of varying ages and levels has allowed her to strengthen her communication skills and creativity in the classroom. She also brings with her cross-cultural communication skills from living and working across three continents namely in the United States, China, Japan, and Austria. She is dedicated, a team player and believes that learning is an ongoing process.

#### [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

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

### Aaron Maywald

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

Day/Period:火3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイ トにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

- $\bullet$  make basic presentations in English, in pairs, groups and individually
- build ability to listen to prepared speeches and simple multi-party interactions
- · engage in and lead simple discussions on a range of topics
- 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)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

#### [Schedule]

[Schedule]			
	No.	Theme	Contents
	1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
	2	CEFR self-evaluation (Initial) Unit 7: Journeys; parts a-b	Prepare a short speech on "Journeys"
	3	Unit 7: Journeys; parts	Unit 7 review

c-e Prepare & practice Presentation 1

Discussion

4	Presentation 1 – 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
	parts c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 10: Learning;	Prepare a short speech on "Learning"
	parts a-b	Learning
9	Unit 10: Learning;	Unit 10 review
	parts c-e Discussion 2 - 10%	
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism;	Unit 11 review
	parts c-e	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 - 10% Unit 12: The Earth;	Review / Prepare Presentation 3
13	parts a-b Presentation 3	Prepare a short speech on "What I
10	continued - 10%	learned in this course"
	Unit 12: The Earth;	rearried in time course
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	, ,	-

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

## David Raffray

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

Day/Period:金4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員:○

### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ こと。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

【Fieldwork in class】なし/No

**1**0 1 1 1

## [Schedule]

		<b>~</b>
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on
	(Initial)	"Journeys"
	Unit 7: Journeys; parts	
	a-b	
3	Unit 7: Journeys; parts	Unit 7 review
	- · · -	D 0 11 D 111 4

c-e Prepare & practice Presentation 1

Discussion

4	Presentation 1 - 10% Unit 8: Appearance; parts a-b	Prepare a short speech on "Appearance"
5	Unit 8: Appearance; parts c-e Discussion	Unit 8 review
6	Unit 9: Entertainment; parts a-b	Prepare a short speech on "Entertainment"
7	Unit 9: Entertainment;	Unit 9 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 – 10%	Prepare a short speech on
O	Unit 10: Learning;	"Learning"
	parts a-b	Dearming
9	Unit 10: Learning;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: Tourism;	Prepare a short speech on "Tourism"
11	parts a-b	104110111
11	Unit 11: Tourism;	Unit 11 review
	parts c-e Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 – 10%	-
12	Unit 12: The Earth;	Review / Prepare Presentation 3
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: The Earth;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	
Trace in the		

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [Prerequisites]

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

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

LANe100LD

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

## David Raffray

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

Day/Period:月4/Mon.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O} \subset \mathcal{E}_{\circ}$  This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\rlap{$\!\!\!/\!\!\!\!/}$   $\rlap{$\!\!\!/\!\!\!\!/}$  / Yes

[Fieldwork in class]

(Schedule	е
N.T.	

1 -Theme Contents No. Orientation & Write down three SMART learning 1 introductions goals for this course Course preview Study planning CEFR Self-Evaluation Prepare a discussion topic based on 2 (Initial) Chapter 4 Chapter 4: Describing with Space Order Chapter 4: Describing with Space Order Writing 1 Draft 3 Discussion Chapter 4: Describing Writing 1 Final with Space Order Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 4 5 10% Chapter 4: Describing with Space Order Discussion 1 – 10% Writing 1 Final 6 Prepare a discussion topic based on feedback Chapter 5 Chapter 5: Stating Reasons and Using Examples 7 Chapter 5: Stating Writing 2 Draft Reasons and Using Examples Discussion 8 Chapter 5: Stating Writing 2 Final Reasons and Using Examples Writing 2 Draft pair review Writing 2 Final DUE Review Chapter 5 9 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10% Writing 2 Final 10 Prepare a discussion topic based on feedback Chapter 6 Chapter 6: Expressing Your Opinion Chapter 6: Expressing 11 Writing 3 Draft Your Opinion Discussion Chapter 6: Expressing 12 Writing 3 Final Your Opinion Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 6 10% Prepare a short speech on "What I Chapter 6: Expressing learned in this course' Your Opinion Discussion 3 -CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14 Course review / Study

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

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

## [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [Prerequisites]

English proficiency requirement:

TOEFL  ${\hat{\mathbb B}}$  iBT 45-51, TOEFL  ${\hat{\mathbb B}}$  ITP 450-469, TOEIC  ${\hat{\mathbb B}}$  550-549, IELTS 5.0or EIKEN ® CSE2.0 2200+ or English Placement Test $\,a\,$  640-689

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

## Norutado Nakagawa

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

Day/Period: 木 2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員:○

## [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。 This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left . behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\ensuremath{\mathfrak{F}}_{\!\!\!/}\ /\ Yes$ 

【Fieldwork in class】なし/No

(Schedul	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 4
	Chapter 4: Describing	
	with Space Order	W 1 D. 0
3	Chapter 4: Describing	Writing 1 Draft
	with Space Order Discussion	
4	Chapter 4: Describing	Writing 1 Final
4	with Space Order	Writing 1 Final
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 4
	- 10%	
	Chapter 4: Describing	
	with Space Order	
	Discussion 1 - 10%	
6	Writing 1 Final	Prepare a discussion topic based on
	feedback	Chapter 5
	Chapter 5: Stating	
	Reasons and Using	
-	Examples	W O.D. G
7	Chapter 5: Stating	Writing 2 Draft
	Reasons and Using Examples	
	Discussion	
8	Chapter 5: Stating	Writing 2 Final
O	Reasons and Using	Willing 2 I mai
	Examples	
	Writing 2 Draft pair	
	review	
9	Writing 2 Final DUE	Review Chapter 5
	- 10%	
	Chapter 5: Stating	
	Reasons and Using	
	Examples	
10	Discussion 2 - 10%	D 1: 1 1
10	Writing 2 Final feedback	Prepare a discussion topic based on
	Chapter 6: Expressing	Chapter 6
	Your Opinion	
11	Chapter 6: Expressing	Writing 3 Draft
	Your Opinion	
	Discussion	
12	Chapter 6: Expressing	Writing 3 Final
	Your Opinion	
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 6
	- 10%	Prepare a short speech on "What I
	Chapter 6: Expressing	learned in this course"
	Your Opinion Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	
	planning	
F144		

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

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

## [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## (Grading criteria)

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

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

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® IBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

## Aaron Maywald

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

Day/Period:火2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

- $\bullet\,$  make effective presentations in English on a cademic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- 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
- $\bullet$  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
- $\bullet\,$  build analysis and decision-making skills through group discussion activities
- $\bullet \ \ work\ together\ with\ other\ students\ in\ collaborative\ projects$

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

## [Method(s)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

Discussion

なし/No

<b>Sched</b>	ule	
No.	Theme	Contents
1	Orientation & introductions Course preview	Write down three SMART learning goals for this course
2	Study planning CEFR self-evaluation	Prepare a short speech on "Work"
3	(Initial) Unit 7: Work; parts a-b Unit 7: Work; parts c-e	Unit 7 review

Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations;	Unit 9 review
	parts c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e	Unit 10 review
10	Discussion 2 - 10% Unit 11: History; parts a-b	Prepare a short speech on "History
11	Unit 11: History; parts c-e	Unit 11 review Prepare and practice Presentation
4.0	Discussion 3 - 10%	3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	a-b Presentation 3 continued – 10% Unit 12: Nature; parts	Prepare a short speech on "What I learned in this course"
	c-e CEFR self-evaluation (Final) / Student	
14	surveys Course review / Study planning	-
[Work to	he done outside of class (n	reparation etc.)

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. dynamic learning environment is suitable for learners of all levels.

## [Prerequisitess]

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  $\alpha$  690LANe100LD

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

## David Raffray

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

Day/Period:金3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three two of which are done in pairs / groups, and one presentations individually.

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

[Fieldwork in class]

なし/No

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

4	Presentation 1 – 10% Unit 8: Technology;	Prepare a short speech on "Technology"
	parts a-b	
5	Unit 8: Technology;	Unit 8 review
9	parts c-e	Chie o review
	Discussion	
6	Unit 9: Vacations;	Prepare a short speech on
U	parts a-b	"Vacations"
7	Unit 9: Vacations;	Unit 9 review
•	parts c-e	Prepare and practice Presentation
	Discussion 1 - 10%	2
8	Presentation 2 – 10%	<del>-</del>
0		Prepare a short speech on "Products"
	Unit 10: Products;	Products
0	parts a-b	TT '/ 10 '
9	Unit 10: Products;	Unit 10 review
	parts c-e	
	Discussion 2 - 10%	
10	Unit 11: History; parts	Prepare a short speech on "History
	a-b	
11	Unit 11: History; parts	Unit 11 review
	с-е	Prepare and practice Presentation
	Discussion 3 – 10%	3
12	Presentation 3 – 10%	Review / Prepare Presentation 3
	Unit 12: Nature; parts	
	a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 12: Nature; parts	
	с-е	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
	planning	
_	- 0	_

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [Prerequisites]

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

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

LANe100LD

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

## David Raffray

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

Day/Period:月2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ と。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

(Schedu	le]

<b>Schedul</b>	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
0	Study planning	Waiting Durching Durch
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
_	group review	W 1 D. 6
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs Discussion	
6	Chapter 6: Definition	Writing 1 Final
U	Paragraphs	Willing I Final
	Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 6
	- 10%	
	Chapter 6: Definition	
	Paragraphs	
_	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback Chapter 7: Cause /	
	Effect Paragraphs	
	Discussion	
9	Chapter 7: Cause /	Writing 2 Final
	Effect Paragraphs	
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 7
	- 10%	
	Chapter 7: Cause /	
	Effect Paragraphs Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
11	feedback	Witting 5 Diait
	Chapter 10: Opinion	
	Essays	
	Discussion	
12	Chapter 10: Opinion	Writing 3 Final
	Essays	
	Writing 3 Draft pair	
19	review Writing 2 Final DUF	Pavious Chantar 10
13	Writing 3 Final DUE - 10%	Review Chapter 10 Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays	
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [Prerequisites]

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

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

## Norutado Nakagawa

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

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 tt https://www.global.hosei.ac.jp/programs/oncampus/erp/ と。This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

[Schedul	le.

[Schedule		
No. 1	Theme Orientation &	Contents Write down three SMART learning
	introductions Course preview Study planning	goals for this course
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 5: Process Paragraphs	
3	Discussion Chapter 5: Process	Writing Practice Final
	Paragraphs Writing Practice Draft	
4	pair review Chapter 5: Process	Review Chapter 5
	Paragraphs Writing Practice Final	
5	group review Chapter 6: Definition	Writing 1 Draft
	Paragraphs Discussion	
6	Chapter 6: Definition Paragraphs	Writing 1 Final
	Writing 1 Draft pair review	
7	Writing 1 Final DUE - 10%	Review Chapter 6
	Chapter 6: Definition Paragraphs	
8	Discussion 1 - 10% Writing 1 Final	Writing 2 Draft
	feedback Chapter 7: Cause /	
	Effect Paragraphs Discussion	
9	Chapter 7: Cause / Effect Paragraphs	Writing 2 Final
	Writing 2 Draft pair review	
10	Writing 2 Final DUE - 10%	Review Chapter 7
	Chapter 7: Cause / Effect Paragraphs	
11	Discussion 2 – 10% Writing 2 Final	Writing 3 Draft
	feedback Chapter 10: Opinion	Witting o Dian
	Essays Discussion	
12	Chapter 10: Opinion Essays	Writing 3 Final
	Writing 3 Draft pair review	
13	Writing 3 Final DUE - 10%	Review Chapter 10 Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
14	surveys Writing 3 Final	-
	feedback Course review / Study	
	planning	

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

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (paragraphs 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, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## David Raffray

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

Day/Period:月3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

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

## [Method(s)

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\not$   $\not$   $\not$   $\not$  / Yes

[Fieldwork in class]

Discussion

なし/No

S 0 , 1	10	
[Sched	lule	
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e	Unit 9 review Prepare and practice Presentation
8	Discussion 1 - 10% Presentation 2 - 10% Unit 10: No limits; parts a-b	2 Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation $3$
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-
INAL-ALA		

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications.

## [Prerequisites]

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

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

LANe100LD

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

## Norutado Nakagawa

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

Day/Period:木4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、 大学の行動方針レベルが2と なった場合、この授業は原則としてオンラインで行う。 具体的な授業の 方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間で 申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/ で確認のこと。This course, the highest-level programs/oncampus/erp/ communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

2

## [Schedule]

No. Theme Contents

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

Prepare a short speech on "Living

Course preview Study planning

CEFR self-evaluation
(Initial)

space'

Unit 7: Living space;

parts a-b

3	Unit 7: Living space; parts c-e	Unit 7 review Prepare & practice Presentation 1
4	Discussion Presentation 1 – 10% Unit 8: Travel; parts	Prepare a short speech on "Travel"
5	a-b Unit 8: Travel; parts c-e	Unit 8 review
6	Discussion Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e	Unit 9 review Prepare and practice Presentation
8	Discussion 1 - 10% Presentation 2 - 10% Unit 10: No limits;	2 Prepare a short speech on "No limits"
9	parts a-b Unit 10: No limits; parts c-e	Unit 10 review
10	Discussion 2 -10% Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e	Unit 11 review Prepare and practice Presentation
12	Discussion 3 - 10% Presentation 3 - 10% Unit 12: Experts; parts	3 Review / Prepare Presentation 3
13	a-b Presentation 3 continued – 10% Unit 12: Experts; parts	Prepare a short speech on "What I learned in this course"
	c-e CEFR self-evaluation (Final) / Student	
14	surveys Course review / Study planning	-
ľWo	rk to be done outside of class (n	reparation etc.)

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

### [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

## [Prerequisitess]

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

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

## Aaron Maywald

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

Day/Period:火4/Tue.4

他学部公開: グローバル: 成績優秀: 実務教員:○

### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

#### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

[Schedule] No. T

Theme Contents

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

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process Writing Practice Final 3 Essays Writing Practice Draft pair review Chapter 5: Process Review Chapter 5 4 Essays Writing Practice Final group review Writing 1 Draft Chapter 6: Cause / 5 Effect Essays Discussion Chapter 6: Cause / Writing 1 Final 6 Effect Essays Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 6 7 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 - 10% Prepare a short speech on "What I Chapter 8: learned in this course' Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback Course review / Study

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

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

## (Textbooks)

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Aaron Maywald is from California, USA and majored in Sociology. He has 5 years' experience teaching both in universities and Japanese companies. Aaron delights in facilitating communication to help students use their target language naturally and comfortably. He has assisted students to produce high-quality presentations and enhanced their active communication skills in English. He is known for his positive and encouraging spirit with a professional attitude. His dynamic learning environment is suitable for learners of all levels.

#### [Prerequisites]

English proficiency requirement:

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

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

## David Raffray

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

Day/Period: 金 2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、 大学の行動方針レベルが2となった場合,この授業は原則としてオンラインで行う。 具体的な授業の 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間 で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac. jp/programs/oncampus/erp/ で確認のこと。This course, the highest jp/programs/oncampus/erp/ level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

#### [Goal]

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

- write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in a cademic 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
- $\bullet$  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)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\delta b / Yes$ 

[Fieldwork in class]

なし/No

[Schedule]

No. Theme Contents

 $\begin{array}{ccc} 1 & & \text{Orientation \&} & & \text{Write down three SI} \\ & & \text{introductions} & & \text{goals for this course} \\ \end{array}$ 

Course preview Study planning

Contents Write down three SMART learning

(Initial) Chapter 5: Process Essays Discussion Chapter 5: Process 3 Writing Practice Final Essays Writing Practice Draft pair review Chapter 5: Process Review Chapter 5 4 Essays Writing Practice Final group review Chapter 6: Cause / Writing 1 Draft 5 Effect Essays Discussion Chapter 6: Cause / 6 Writing 1 Final Effect Essays Writing 1 Draft pair 7 Writing 1 Final DUE Review Chapter 6 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% Writing 2 Final 11 Writing 3 Draft feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 - 10% Prepare a short speech on "What I Chapter 8: learned in this course' Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback

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

Course review / Study

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

## [Textbooks]

2

CEFR Self-Evaluation

Writing Practice Draft

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

David is originally from Louisiana, America. In the seven years that David has been in Japan he has taught a wide variety of corporate lessons for a wide range of Corporate Clients. In addition, he often gives English seminars for area fire stations, local ward offices, and railway companies and English seminars at several universities. He also has experience working in the areas of graphic design, branding, and communications

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## Samuel Harper

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

Day/Period: 木 4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

## [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、 学習支援システムで提示するので確認すること。 なお、ERP 受講には専用サイ トにて 4月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest-level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points

#### [Goal]

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

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

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

The course covers the first six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three two of which are done in pairs / groups, and one presentations individually

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

[Fieldwork in class]

なし/No

2

## (Schedule)

Theme

Orientation & Write down three SMART learning

Prepare a short speech on "People"

introductions goals for this course

Course preview Study planning CEFR self-evaluation

(Initial)

Unit 1: People; parts

a-b

3	Unit 1: People; parts c-e	Unit 1 review Prepare & practice Presentation 1
4	Discussion Presentation 1 - 10% Unit 2: Possessions;	Prepare a short speech on "Possessions"
5	parts a-b Unit 2: Possessions; parts c-e	Unit 2 review
6	Discussion Unit 3: Places; parts a-b	Prepare a short speech on "Places"
7	Unit 3: Places; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 - 10% Unit 4: Free Time;	Prepare a short speech on "Free Time"
9	parts a-b Unit 4: Free Time; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: Food; parts a-b	Prepare a short speech on "Food"
11	Unit 5: Food; parts c-e	Unit 5 review
	Discussion 3 - 10%	Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student	Prepare a short speech on "What I learned in this course"
14	surveys Course review / Study planning	-
[Work	to be done outside of class (	preparation etc.)

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

### [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

## Norutado Nakagawa

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

Day/Period:火2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{O}$   $\subset$   $\mathcal{E}_{\circ}$  This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ··· second ···" etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

あり/Yes

[Fieldwork in class]

なし/No

[Sched	lule]
No.	Theme
1	Orientation

2

3

5

7

9

10

Contents

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

Course preview Study planning

CEFR Self-Evaluation Prepare a discussion topic based on (Initial)

Chapter 1: Describing People Discussion

Chapter 1

Chapter 1: Describing People

Writing 1 Draft

Discussion Chapter 1: Describing 4 People

Writing 1 Final

Writing 1 Draft pair review

Writing 1 Final DUE Review Chapter 1

10% Chapter 1: Describing

People Discussion 1 - 10%

6 Writing 1 Final feedback Chapter 2:

Prepare a discussion topic based on Chapter 2

Listing-Order Paragraphs Chapter 2:

Writing 2 Draft

Listing-Order Paragraphs Discussion Chapter 2:

Writing 2 Final

Listing-Order Paragraphs Writing 2 Draft pair

Writing 2 Final DUE

Review Chapter 2

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

Prepare a discussion topic based on

feedback Chapter 3: Giving Instructions

Writing 2 Final

Chapter 3

11 Chapter 3: Giving Instructions Discussion

Writing 3 Draft

12 Chapter 3: Giving Instructions Writing 3 Draft pair

Writing 3 Final

review 13 Writing 3 Final DUE 10%

Review Chapter 3 Prepare a short speech on "What I learned in this course'

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

surveys Writing 3 Final

feedback Course review / Study

planning

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

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

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Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

## [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0or EIKEN ® CSE2.0 2200+ or English Placement Test $\,a\,$  640-689

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

Takao Kasumi

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

Day/Period: 金3/Fri.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合, この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the lowest-level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ··· second ···" etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## (Goal)

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

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

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

The course covers the first three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

[Schedul	le)

[Schedule	e]	
No.	Theme	Contents
1	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	goals for this course
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 1
	Chapter 1: Describing People	
	Discussion	
3	Chapter 1: Describing	Writing 1 Draft
	People Discussion	
4	Chapter 1: Describing	Writing 1 Final
	People	
	Writing 1 Draft pair	
-	review	P
5	Writing 1 Final DUE - 10%	Review Chapter 1
	Chapter 1: Describing	
	People	
c	Discussion 1 - 10%	D di ti. hd
6	Writing 1 Final feedback	Prepare a discussion topic based on Chapter 2
	Chapter 2:	<b>-</b>
	Listing-Order	
7	Paragraphs	Weiting 9 Deep 6
7	Chapter 2: Listing-Order	Writing 2 Draft
	Paragraphs	
	Discussion	
8	Chapter 2:	Writing 2 Final
	Listing-Order Paragraphs	
	Writing 2 Draft pair	
_	review	
9	Writing 2 Final DUE - 10%	Review Chapter 2
	Chapter 2:	
	Listing-Order	
	Paragraphs	
10	Discussion 2 – 10% Writing 2 Final	Prepare a discussion topic based on
10	feedback	Chapter 3
	Chapter 3: Giving	•
	Instructions	HI a.D. 6
11	Chapter 3: Giving Instructions	Writing 3 Draft
	Discussion	
12	Chapter 3: Giving	Writing 3 Final
	Instructions	
	Writing 3 Draft pair review	
13	Writing 3 Final DUE	Review Chapter 3
	- 10%	Prepare a short speech on "What I
	Chapter 3: Giving Instructions	learned in this course"
	Discussion 3 - 10%	
	CEFR Self-Evaluation	
	(Final) / Student	
14	surveys Writing 3 Final	
1.1	feedback	-
	Course review / Study	
	planning	
	be done outside of class (p	

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

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

#### [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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

## Glenn Torrens

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

Day/Period:月3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

-本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイト にて 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## (Method(s)

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

あり/Yes

【Fieldwork in class】なし/No

a-b

## [Schedule]

2

No. Theme Contents

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

Course preview Study planning CEFR self-evaluation

CEFR self-evaluation (Initial) Unit 1: Lifestyle; parts

Prepare a short speech on "Lifestyle"

"Lifestyle"

3	Unit 1: Lifestyle; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 2: Competitions; parts a-b	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts c-e Discussion	Unit 2 review
6	Unit 3: Transportation; parts a-b	Prepare a short speech on "Transportation"
7	Unit 3: Transportation; parts c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 4: Challenges; parts a-b	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts c-e Discussion 2 - 10%	Unit 4 review
10	Unit 5: The Environment; parts a-b	Prepare a short speech on "The Environment"
11	Unit 5: The Environment; parts c-e Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3
13	parts a-b Presentation 3 continued - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Glenn is from the USA and majored in Fine Arts at The School of Visual Arts in New York. He has been in Japan since 2013 and has taught at both universities and Japanese companies. Glenn has experience of teaching lively and engaging communicative classes allowing students to communicate openly and confidently in order to achieve their goals of improving their language ability.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test  $\alpha$  690LANe100LD

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

## Norutado Nakagawa

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

Day/Period: 火 4/Tue.4

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日 (水)~13日 (火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこ This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

- · compose complex, multi-clause English sentences and expand use of more sophisticated conjunctions
- write logical English paragraphs (200-300w) and short essays (500w) on a range of academic and general topics
- expand specific vocabulary related to the reading, writing and discussion topics
- build understanding of the difference between spoken and written English
- improve reading skills (summarizing, note-taking) using longer, levelappropriate academic articles
- engage proactively in and facilitate discussions on a wide range of
- topics related to their fields of study

  communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- express opinions supported by logical reasoning and convincing evidence
- work together with other students in collaborative projects

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

## [Method(s)]

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

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No. -Theme Contents Orientation & Write down three SMART learning introductions goals for this course Course preview Study planning CEFR Self-Evaluation 2 Writing Practice Draft (Initial) Chapter 1: Academic Paragraphs Discussion 3 Chapter 1: Academic Writing Practice Final Paragraphs Writing Practice Draft pair review 4 Chapter 1: Academic Review Chapter 1 Paragraphs Writing Practice Final group review Chapter 2: Narrative Writing 1 Draft 5 Paragraphs Discussion Chapter 2: Narrative Writing 1 Final 6 Paragraphs Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 2 7 10% Chapter 2: Narrative Paragraphs Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Writing 2 Final Paragraph Structure Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 3 10% Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final Writing 3 Draft 11 feedback Chapter 9: Essay Organization Discussion Chapter 9: Essay 12 Writing 3 Final Organization Writing 3 Draft pair review Writing 3 Final DUE 13 Review Chapter 9 - 10% Prepare a short speech on "What I Chapter 9: Essay learned in this course' Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final feedback 14

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

Course review / Study

planning

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

## [Prerequisitess]

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  $\alpha$  690-

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

Samuel Harper

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

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員:○

## [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 は https://www.global.hosei.ac.jp/programs/oncampus/erp/  $\mathcal{E}_{\circ}$  This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## (Goal)

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

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

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

The course covers the first three chapters and chapter nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class]

なし/No

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

Review Chapter 2

Writing 2 Draft

Writing 2 Final

Review Chapter 3

Writing 3 Draft

Writing 3 Final

Review Chapter 9

learned in this course'

Prepare a short speech on "What I

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

Paragraphs Writing Practice Final group review

Paragraphs

5

6

7

Chapter 2: Narrative Writing 1 Draft Paragraphs

Discussion Chapter 2: Narrative Writing 1 Final Paragraphs Writing 1 Draft pair

Discussion 1 - 10%

Writing 1 Final DUE 10% Chapter 2: Narrative Paragraphs

review

8 Writing 1 Final feedback Chapter 3: Basic Paragraph Structure 9 Chapter 3: Basic Paragraph Structure

Writing 2 Draft pair 10 Writing 2 Final DUE 10%

Chapter 3: Basic Paragraph Structure Discussion 2 - 10% Writing 2 Final 11

feedback Chapter 9: Essay Organization Discussion

Chapter 9: Essay 12 Organization Writing 3 Draft pair review Writing 3 Final DUE

10% Chapter 9: Essay Organization Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student

surveys Writing 3 Final feedback Course review / Study planning

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

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

## [Textbooks]

13

14

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690-720

LANe100LD

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

## Norutado Nakagawa

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

Day/Period: 火 3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火)の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/で確認のこと。This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

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

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

## [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

[Fieldwork in class]

なし/No

2

## [Schedule]

No. Theme Contents
1 Orientation &

introductions Course preview Study planning

CEFR self-evaluation Prepare a short speech on "Culture

(Initial) and Identity

Unit 1: Culture and Identity; parts a-b

3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e	Prepare & practice Presentation $1$
4	Discussion Presentation 1 - 10%	Duanana a shaut anaash an
4	Unit 2: Performing;	Prepare a short speech on "Performing"
	parts a-b	T of for many
5	Unit 2: Performing;	Unit 2 review
	parts c-e	
6	Discussion Unit 3: Water; parts	Prepare a short speech on "Water"
U	a-h	Trepare a short speech on water
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
9	parts a-b Unit 4: Opportunities;	Unit 4 review
3	parts c-e	Omt 4 review
	Discussion 2 - 10%	
10	Unit 5: Well-being;	Prepare a short speech on
11	parts a-b	"Well-being" Unit 5 review
11	Unit 5: Well-being; parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 - 10%	Review / Prepare Presentation 3
	Unit 6: Mysteries;	
13	parts a-b Presentation 3	Duanana a shaut anasah an "What I
19	continued - 10%	Prepare a short speech on "What I learned in this course"
	Unit 6: Mysteries;	learned in this course
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
14	surveys Course review / Study	_
==	planning	
[\A/==	- 	

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Norutado was born in Tokyo and majored in Midwifery in California, USA. He also holds a Cambridge Teaching certificate (CELTA). Since returning to Japan, he has had 7 years' experience teaching at universities and in Japanese companies. His lessons are well-planned, lively and engaging. Norutado always strives to create communicative lessons where students can feel comfortable expressing ideas and improving their English.

## [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## Samuel Harper

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

Day/Period:金2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。 This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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

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

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

## [Method(s)]

The course covers the first six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations - two of which are done in pairs / groups, and one individually

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

[Fieldwork in class]

なし/No

## [Schedule]

 $^{2}$ 

No Theme Contents Orientation &

introductions Course preview Study planning

Prepare a short speech on "Culture CEFR self-evaluation (Initial) and Identity"

Unit 1: Culture and

Identity; parts a-b

3	Unit 1: Culture and	Unit 1 review
	Identity; parts c-e Discussion	Prepare & practice Presentation 1
4	Presentation 1 - 10%	Prepare a short speech on
	Unit 2: Performing;	"Performing"
5	parts a-b Unit 2: Performing;	Unit 2 review
	parts c-e	
	Discussion	
6	Unit 3: Water; parts	Prepare a short speech on "Water"
7	Unit 3: Water; parts c-e	Unit 3 review
	Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 - 10%	Prepare a short speech on
	Unit 4: Opportunities;	"Opportunities"
	parts a-b	
9	Unit 4: Opportunities;	Unit 4 review
	parts c-e	
10	Discussion 2 - 10%	D 1 4 1
10	Unit 5: Well-being;	Prepare a short speech on
11	parts a-b Unit 5: Well-being;	"Well-being" Unit 5 review
11	parts c-e	Prepare and practice Presentation
	Discussion 3 - 10%	3
12	Presentation 3 – 10%	Review / Prepare Presentation 3
	Unit 6: Mysteries;	
	parts a-b	
13	Presentation 3	Prepare a short speech on "What I
	continued - 10%	learned in this course"
	Unit 6: Mysteries;	
	parts c-e	
	CEFR self-evaluation	
	(Final) / Student	
	surveys	
14	Course review / Study	-
_	planning	_
T.A		

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

### [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

## [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## **Thomas Saunders**

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

Day/Period : 月 2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the highest-level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

<b>Schedu</b>	le]
Concad	

<b>Schedul</b>	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview Study planning	
2	CEFR Self-Evaluation	Writing Practice Draft
	(Initial)	
	Chapter 1: Paragraph	
	Structure	
0	Discussion	W. C. D. C. E. I
3	Chapter 1: Paragraph Structure	Writing Practice Final
	Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph	Review Chapter 1
	Structure	
	Writing Practice Final	
5	group review Chapter 2: Unity and	Writing 1 Draft
Ü	Coherence	Witning I Diait
	Discussion	
6	Chapter 2: Unity and	Writing 1 Final
	Coherence	
	Writing 1 Draft pair	
7	review Writing 1 Final DUE	Review Chapter 2
•	- 10%	neview chapter 2
	Chapter 2: Unit and	
	Coherence	
0	Discussion 1 - 10%	Waiting O Day &
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 3: Using	
	Outside Sources	
	Discussion	
9	Chapter 3: Using	Writing 2 Final
	Outside Sources Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 3
	- 10%	
	Chapter 3: Using	
	Outside Sources Discussion 2 - 10%	
11	Writing 2 Final	Writing 3 Draft
	feedback	William o Bruit
	Chapter 4: From	
	Paragraph to Essay	
12	Discussion Chapter 4: From	Writing 3 Final
12	Paragraph to Essay	Witting 5 Final
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 4
	- 10% Chapter 4: From	Prepare a short speech on "What I learned in this course"
	Paragraph to Essay	icarneu in mus course
	Discussion 3 - 10%	
	<b>CEFR Self-Evaluation</b>	
	(Final) / Student	
14	surveys Writing 3 Final	_
1.4	feedback	-
	Course review / Study	
	nlanning	

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

## [Prerequisites]

English proficiency requirement:

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

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

Samuel Harper

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

Day/Period: 木 2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員: ○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

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)]

The course covers the first four chapters of the Longman Academic Writing Series (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

[Schedul	le.

[Schedule]				
No.	Theme	Contents		
1	Orientation & introductions	Write down three SMART learning goals for this course		
	Course preview	goals for this course		
	Study planning			
2	CEFR Self-Evaluation	Writing Practice Draft		
	(Initial)	G		
	Chapter 1: Paragraph			
	Structure			
0	Discussion	W. W. D. W. E. I		
3	Chapter 1: Paragraph Structure	Writing Practice Final		
	Writing Practice Draft			
	pair review			
4	Chapter 1: Paragraph	Review Chapter 1		
	Structure	•		
	Writing Practice Final			
	group review			
5	Chapter 2: Unity and	Writing 1 Draft		
	Coherence			
6	Discussion Chapter 2: Unity and	Writing 1 Final		
U	Coherence	Witting I Final		
	Writing 1 Draft pair			
	review			
7	Writing 1 Final DUE	Review Chapter 2		
	- 10%			
	Chapter 2: Unit and			
	Coherence			
8	Discussion 1 - 10% Writing 1 Final	Writing 2 Draft		
0	feedback	Witting 2 Drait		
	Chapter 3: Using			
	Outside Sources			
	Discussion			
9	Chapter 3: Using	Writing 2 Final		
	Outside Sources			
	Writing 2 Draft pair review			
10	Writing 2 Final DUE	Review Chapter 3		
10	- 10%	iteview Chapter 5		
	Chapter 3: Using			
	Outside Sources			
	Discussion 2 - 10%			
11	Writing 2 Final	Writing 3 Draft		
	feedback			
	Chapter 4: From Paragraph to Essay			
	Discussion			
12	Chapter 4: From	Writing 3 Final		
	Paragraph to Essay	Ü		
	Writing 3 Draft pair			
	review			
13	Writing 3 Final DUE	Review Chapter 4		
	- 10% Chapter 4: From	Prepare a short speech on "What I learned in this course"		
	Chapter 4: From Paragraph to Essay	rearned in this course		
	Discussion 3 - 10%			
	CEFR Self-Evaluation			
	(Final) / Student			
	surveys			
14	Writing 3 Final	-		
	feedback			
	Course review / Study planning			
	prammig			

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

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

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

### [Prerequisitess]

English proficiency requirement:

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

LANe100LD

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

## Takao Kasumi

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

Day/Period: 木 3/Thu.3

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイ トにて 4 月 7 日 (水) $\sim$ 13 日 (火) の申し込み期間で申し込みが必要なので注意 する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually

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

[Fieldwork in class]

なし/No

## [Schedule]

No. Theme Contents Orientation & Write down three SMART learning 1 introductions goals for this course Course preview Study planning 2 CEFR self-evaluation Prepare a short speech on (Initial) "Journeys" Unit 7: Journeys; parts a-b 3

Unit 7: Journeys; parts Unit 7 review

Prepare & practice Presentation 1 с-е

Discussion

4	Presentation 1 – 10% Unit 8: Appearance;	Prepare a short speech on "Appearance"
5	parts a-b Unit 8: Appearance; parts c-e	Unit 8 review
6	Discussion Unit 9: Entertainment;	Prepare a short speech on
7	parts a-b Unit 9: Entertainment;	"Entertainment" Unit 9 review
	parts c-e Discussion 1 - 10%	Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Learning;	Prepare a short speech on "Learning"
9	parts a-b Unit 10: Learning;	Unit 10 review
	parts c-e Discussion 2 - 10%	
10	Unit 11: Tourism; parts a-b	Prepare a short speech on "Tourism"
11	Unit 11: Tourism; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: The Earth; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

## [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

LANe100LD

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

## **Thomas Saunders**

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

Day/Period:火2/Tue.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合,この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習 支援システムで提示するので確認すること。なお、ERP 受講には専用サイトに て 4 月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

【Fieldwork in class】なし/No

	Schedule	ı
- 1	Schedille	1

<b>Schedul</b>	e]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions Course preview	goals for this course
	Study planning	
2	CEFR Self-Evaluation	Prepare a discussion topic based on
	(Initial)	Chapter 4
	Chapter 4: Describing with Space Order	
3	Chapter 4: Describing	Writing 1 Draft
	with Space Order	
4	Discussion	W '4' . 1 D' 1
4	Chapter 4: Describing with Space Order	Writing 1 Final
	Writing 1 Draft pair	
	review	
5	Writing 1 Final DUE	Review Chapter 4
	- 10% Chapter 4: Describing	
	with Space Order	
	Discussion 1 - 10%	
6	Writing 1 Final feedback	Prepare a discussion topic based on Chapter 5
	Chapter 5: Stating	Chapter 5
	Reasons and Using	
-	Examples	W. H. O.D. G
7	Chapter 5: Stating Reasons and Using	Writing 2 Draft
	Examples	
	Discussion	
8	Chapter 5: Stating	Writing 2 Final
	Reasons and Using Examples	
	Writing 2 Draft pair	
0	review	D : Cl
9	Writing 2 Final DUE - 10%	Review Chapter 5
	Chapter 5: Stating	
	Reasons and Using	
	Examples Discussion 2 - 10%	
10	Writing 2 Final	Prepare a discussion topic based on
	feedback	Chapter 6
	Chapter 6: Expressing	
11	Your Opinion Chapter 6: Expressing	Writing 3 Draft
	Your Opinion	Willing o Dian
	Discussion	
12	Chapter 6: Expressing Your Opinion	Writing 3 Final
	Writing 3 Draft pair	
	review	
13	Writing 3 Final DUE	Review Chapter 6
	- 10% Chapter 6: Expressing	Prepare a short speech on "What I learned in this course"
	Your Opinion	Tourned in will course
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

## [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30

minutes late arrival or early leave equals absence Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

## [Prerequisites]

English proficiency requirement:

TOEFL  ${\mathbb R}$  iBT 45-51, TOEFL  ${\mathbb R}$  ITP 450-469, TOEIC  ${\mathbb R}$  550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test  $\alpha$  640-689

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

Jonathan Docherty

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

Day/Period: 金 4/Fri.4

他学部公開: グローバル: 成績優秀: 実務教員:○

### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。 詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ のこと。 This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the final three chapters of the Longman Academic Writing Series (Level 2) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every four lessons thereafter. The first and second lessons of each unit focus on structure, language input and controlled writing practice, with small-group discussion, while the third and fourth lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the third lesson of the course, students are expected to prepare short speech and discussion topics, write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

[Schedule		_
No. 1	Theme Orientation & introductions Course preview Study planning	Contents Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing	Prepare a discussion topic based on Chapter 4
3	with Space Order Chapter 4: Describing with Space Order Discussion	Writing 1 Draft
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final
5	Writing 1 Final DUE - 10% Chapter 4: Describing	Review Chapter 4
6	with Space Order Discussion 1 - 10% Writing 1 Final feedback Chapter 5: Stating Reasons and Using	Prepare a discussion topic based on Chapter 5
7	Examples Chapter 5: Stating Reasons and Using Examples Discussion	Writing 2 Draft
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final
9	Writing 2 Final DUE  - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 6 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

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

## [Textbooks]

Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

#### [Prerequisites]

English proficiency requirement:

TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 550-549, IELTS 5.0 or EIKEN ® CSE2.0 2200+ or English Placement Test a 640-689

LANe100LD

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3/Mon.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

### [Outline and objectives]

-本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった 場合、この授業は原則としてオンラインで行う。具体的な授業の方法などは、 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サ イトにて **4** 月 **7** 日 (水)~**13** 日 (火) の申し込み期間で申し込みが必要なので 注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ で確認のこと。This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

#### [Goal]

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

- $\bullet\,$  make effective presentations in English on a cademic and other topics, in pairs, groups and individually
- expand ability to listen to prepared speeches and multi-party interactions
- engage in and facilitate discussions on a wide range of topics related to their fields of study
- improve pronunciation to maintain a clear diction understandable by native and non-native speakers
- $\bullet\,$  manage common situations when communicating in English both in Japan and when travelling abroad
- $\bullet$  communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- $\bullet$  express opinions supported by logical reasoning and convincing evidence, and considering multiple points of view
- $\bullet\,$  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)]

The course covers the final six units of the Life (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

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

あり/Yes

[Fieldwork in class]

なし/No

## (Schedule)

No. Theme Contents

Orientation & Write down three SMART learning

introductions goals for this course Course preview

Study planning

2 CEFR self-evaluation Prepare a short speech on "Work"

(Initial)

Unit 7: Work; parts a-b

3	Unit 7: Work; parts c-e	Unit 7 review Prepare & practice Presentation 1
4	Presentation 1 – 10% Unit 8: Technology; parts a-b	Prepare a short speech on "Technology"
5	Unit 8: Technology; parts c-e Discussion	Unit 8 review
6	Unit 9: Vacations; parts a-b	Prepare a short speech on "Vacations"
7	Unit 9: Vacations; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion 2 - 10%	Unit 10 review
10	Unit 11: History; parts a-b	Prepare a short speech on "History
11	Unit 11: History; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

### [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## Others

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

## [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## Takao Kasumi

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

Day/Period: 木 4/Thu.4

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳細 lt https://www.global.hosei.ac.jp/programs/oncampus/erp/ ده This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

[Active learning in class (Group discussion, Debate.etc.)]  $\mathfrak B$   $\mathfrak P$  /Yes

【Fieldwork in class】なし/No

(Schedu	le]

<b>Schedul</b>	e	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	
0	Study planning CEFR Self-Evaluation	Waiting Durating Durat
2	(Initial)	Writing Practice Draft
	Chapter 5: Process	
	Paragraphs	
	Discussion	
3	Chapter 5: Process	Writing Practice Final
	Paragraphs	
	Writing Practice Draft	
	pair review	
4	Chapter 5: Process	Review Chapter 5
	Paragraphs	
	Writing Practice Final	
_	group review	W 1 D. 6
5	Chapter 6: Definition	Writing 1 Draft
	Paragraphs Discussion	
6	Chapter 6: Definition	Writing 1 Final
U	Paragraphs	Witning I Final
	Writing 1 Draft pair	
	review	
7	Writing 1 Final DUE	Review Chapter 6
	- 10%	
	Chapter 6: Definition	
	Paragraphs	
_	Discussion 1 - 10%	
8	Writing 1 Final	Writing 2 Draft
	feedback	
	Chapter 7: Cause / Effect Paragraphs	
	Discussion	
9	Chapter 7: Cause /	Writing 2 Final
	Effect Paragraphs	· ·
	Writing 2 Draft pair	
	review	
10	Writing 2 Final DUE	Review Chapter 7
	- 10%	
	Chapter 7: Cause /	
	Effect Paragraphs Discussion 2 – 10%	
11	Writing 2 Final	Writing 3 Draft
11	feedback	Witning o Diant
	Chapter 10: Opinion	
	Essays	
	Discussion	
12	Chapter 10: Opinion	Writing 3 Final
	Essays	
	Writing 3 Draft pair	
19	review	Parriary Chantan 10
13	Writing 3 Final DUE - 10%	Review Chapter 10 Prepare a short speech on "What I
	Chapter 10: Opinion	learned in this course"
	Essays	
	Discussion 3 - 10%	
	<b>CEFR Self-Evaluation</b>	
	(Final) / Student	
	surveys	
14	Writing 3 Final	-
	feedback	
	Course review / Study	

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

## [Textbooks]

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

planning

## [Grading criteria]

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

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

[Changes following student comments]

#### [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

#### [Prerequisitess]

English proficiency requirement:

TOEFL ® iBT 52-60, TOEFL ® ITP 470-499, TOEIC ® 550-624, IELTS 5.5 or EIKEN ® CSE2.0 2304-2399 or English Placement Test a 690-790

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

Jonathan Docherty

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

Day/Period:金2/Fri.2

他学部公開: グローバル: 成績優秀: 実務教員:○

### [Outline and objectives]

本授業は対面での実施を予定しているが、大学の行動方針レベルが2となった場 合、この授業は原則としてオンラインで行う。 具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4 月7日 (水)~13日 (火) の申し込み期間で申し込みが必要なので注意する。詳細 tt https://www.global.hosei.ac.jp/programs/oncampus/erp/ ح . This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

## [Goal]

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

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

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

## [Method(s)]

The course covers the chapters five, six, seven and nine of the Longman Academic Writing Series (Level 3) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every three lessons thereafter. The first lesson of each unit focuses on structure, language input and controlled writing practice, with small-group discussion, while the second and third lessons focus on topic exploration, free writing practice, and editing. During each unit there are discussion tasks which provide the basis for the creation of three writing assignments appropriate to the level of the students. Starting as homework after the fifth lesson of the course, students are expected to write a draft assignment, review it in pairs and with the teacher in the next class, and then prepare a final copy for submission for evaluation. After evaluation, students will have a chance to receive feedback from the instructor for all three evaluated assignments. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three writing assignments.

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

[Fieldwork in class] なし/No

[Schedule		<b>Q</b>
No. 1	Theme Orientation & introductions	Contents Write down three SMART learning goals for this course
2	Course preview Study planning CEFR Self-Evaluation	Writing Practice Draft
2	(Initial) (Chapter 5: Process Paragraphs Discussion	Witning Fractice Drait
3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final
4	Chapter 5: Process Paragraphs Writing Practice Final group review	Review Chapter 5
5	Chapter 6: Definition Paragraphs Discussion	Writing 1 Draft
6	Chapter 6: Definition Paragraphs Writing 1 Draft pair review	Writing 1 Final
7	Writing 1 Final DUE - 10% Chapter 6: Definition Paragraphs	Review Chapter 6
8	Discussion 1 – 10% Writing 1 Final feedback Chapter 7: Cause / Effect Paragraphs Discussion	Writing 2 Draft
9	Chapter 7: Cause / Effect Paragraphs Writing 2 Draft pair review	Writing 2 Final
10	Writing 2 Final DUE - 10% Chapter 7: Cause / Effect Paragraphs Discussion 2 - 10%	Review Chapter 7
11	Writing 2 Final feedback Chapter 10: Opinion Essays Discussion	Writing 3 Draft
12	Chapter 10: Opinion Essays Writing 3 Draft pair review	Writing 3 Final
13	Writing 3 Final DUE - 10% Chapter 10: Opinion Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student	Review Chapter 10 Prepare a short speech on "What I learned in this course"
14	surveys Writing 3 Final feedback Course review / Study planning	-

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

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

Longman Academic Writing Series (Level 3); 4th Edition, Pearson (ISBN: 978-0-13-466332-6)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in 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)

#### [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

#### [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## **Thomas Saunders**

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

Day/Period:火3/Tue.3

他学部公開: グローバル: 成績優秀: 実務教員: ○

## [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

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

## [Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)]  $\not$   $\not$   $\not$   $\not$  / Yes

[Fieldwork in class]

Discussion

なし/No

[Sched	ule	
No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 7: Living space; parts a-b	Prepare a short speech on "Living space"
3	Unit 7: Living space; parts c-e	Unit 7 review Prepare & practice Presentation 1

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts a-b	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2
8	Presentation 2 – 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 2 -10%	Unit 10 review
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Tom Saunders has a Ph.D in Public Administration and a M.P.A in Public and Nonprofit Management and Policy. He is a consultant with over twenty implementing, and studying local-level responses to social policy issues as well as providing technical assistance to governmental and nonprofit organizations. He has several years teaching experience in Japan teaching government agencies and corporate clients. He has taught university courses as well as government agencies and corporate clients.

## [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

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

#### Jonathan Docherty

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

他学部公開: グローバル: 成績優秀: 実務教員:○

## [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支援 システムで提示するので確認すること。なお、ERP 受講には専用サイトにて4月 7 日 (水)~13 日 (火) の申し込み期間で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest-level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve.

### [Goal]

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

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

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

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually

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

[Fieldwork in class]

なし/No

Sched	lule]	
No.	Theme	Contents
1	Orientation &	Write down three SMART learning
	introductions	goals for this course
	Course preview	_
	Study planning	
2	CEFR self-evaluation	Prepare a short speech on "Living
	(Initial)	space"
	Unit 7: Living space;	•
	parts a-b	
3	Unit 7: Living space;	Unit 7 review
	parts c-e	Prepare & practice Presentation 1
	Discussion	• •

4	Presentation 1 - 10% Unit 8: Travel; parts a-b	Prepare a short speech on "Travel"
5	Unit 8: Travel; parts c-e Discussion	Unit 8 review
6	Unit 9: Shopping; parts	Prepare a short speech on "Shopping"
7	Unit 9: Shopping; parts	Unit 9 review Prepare and practice Presentation
8	Discussion 1 - 10% Presentation 2 - 10% Unit 10: No limits:	2 Prepare a short speech on "No limits"
9	Unit 10: No limits; parts a-b Unit 10: No limits;	Unit 10 review
3	parts c-e Discussion 2 -10%	Ollit To Teview
10	Unit 11: Connections; parts a-b	Prepare a short speech on "Connections"
11	Unit 11: Connections; parts c-e Discussion 3 -10%	Unit 11 review Prepare and practice Presentation 3
12	Presentation 3 – 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3
13	Presentation 3 continued - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

## [Textbooks]

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

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

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

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

[Changes following student comments]

## [Others]

Jonathan Docherty is from Glasgow in Scotland. He is a native speaker of British English. Jonathan has been involved in the teaching English as a foreign language industry since 2004. He taught across Europe for two years before moving to Tokyo, Japan in 2008. He has experience teaching a range of age groups and levels to Japanese students in the Kanto area and Aichi too. He aims to deliver interesting, communicative, fun student centred lessons through a blend of task based pair work and group work activities. He believes teaching English to be a challenging and deeply rewarding career. Punctual, patient and positive by nature, he hopes the students at Hosei University enjoy learning English.

## [Prerequisites]

English proficiency requirement:

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

LANe100LD

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

## Samuel Harper

Credit(s):1 | Semester:秋学期授業/Fall | Year:1~4

Day/Period:月2/Mon.2

他学部公開: グローバル: 成績優秀: 実務教員:○

### [Outline and objectives]

本授業はオンラインにて全授業を実施する。具体的な授業の方法などは、学習支 援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4月7日(水)~13日(火)の申し込み期間で申し込みが必要なので注意する。詳 細は https://www.global.hosei.ac.jp/programs/oncampus/erp/ This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve..

## (Goal)

By the end of this course, students will be better able to:

- $\bullet\,$  write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading  $\!\!/$  research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles
- $\bullet\,\,$  engage proactively in and facilitate discussions on a wide range of topics related to their fields of study
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence
- · work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

## [Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations – two of which are done in pairs / groups, and one individually.

【Active learning in class (Group discussion, Debate.etc.)】 あり / Yes

[Fieldwork in class]

なし/No

## [Schedule]

No. Theme Contents

Orientation & Write down three SMART learning introductions goals for this course

Course preview Study planning

2 CEFR Self-Evaluation Writing Practice Draft (Initial) Chapter 5: Process Essays Discussion Chapter 5: Process Writing Practice Final 3 Essays Writing Practice Draft pair review Chapter 5: Process Review Chapter 5 4 Essays Writing Practice Final group review Chapter 6: Cause / Writing 1 Draft 5 Effect Essays Discussion Chapter 6: Cause / Writing 1 Final 6 Effect Essays Writing 1 Draft pair review Writing 1 Final DUE Review Chapter 6 7 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10% 8 Writing 1 Final Writing 2 Draft feedback Chapter 7: Comparison / Contrast Essays Discussion 9 Chapter 7: Comparison Writing 2 Final / Contrast Essays Writing 2 Draft pair review 10 Writing 2 Final DUE Review Chapter 7 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10% Writing 2 Final 11 Writing 3 Draft feedback Chapter 8: Argumentative Essays Discussion 12 Chapter 8: Writing 3 Final Argumentative Essays Writing 3 Draft pair review 13 Writing 3 Final DUE Review Chapter 8 - 10% Prepare a short speech on "What I Chapter 8: learned in this course' Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys Writing 3 Final 14 feedback Course review / Study planning

## [Work to be done outside of class (preparation, etc.)]

Students will be expected to spend 2 hours a week preparing short speeches and discussion topics related to the textbook units, and writing draft and final (evaluated) writing assignments (essays). They will also be asked to set goals and develop study plans as part of their self-study.

Longman Academic Writing Series (Level 4); 5th Edition, Pearson (ISBN: 978-0-13-466331-9)

## [References]

Supplementary in-class handouts (free)

## [Grading criteria]

Attendance: Five or more absences will result in a failing grade; 30 minutes late arrival or early leave equals absence

Participation: 40% (Involvement & Improvement, Homework Completion); Discussion 30% (Message, Language, Clarity, Contribution); Writing 30% (Message, Structure, Accuracy, Evidence)

[Changes following student comments]

#### [Others]

Samuel Harper is from the south of England and has a background in science, centering around the biological sciences, medicine and pharmacology. He graduated in Medical Biochemistry. Following this, he obtained a Cambridge CELTA teaching qualification. His teaching experience includes both academic and corporate classes. He has taught business classes focusing on Presentations, Meetings, Negotiations and general Business Communication. In addition to these courses, Sam has facilitated discussion and writing courses at a prominent medical university in Tokyo. He also has over 2 years' experience teaching both IELTS and TOEIC examination courses. Sam's background in science and his teaching experience helps learners improve and develop their logical thinking skills during discussions and debates during lessons.

#### [Prerequisites]

English proficiency requirement: TOEFL ® iBT 61+, TOEFL ® ITP 500+, TOEIC ® 625+, IELTS 6.0+ or EIKEN ® CSE2.0 2400+ or English Placement Test  $\alpha$  730+

ERP CE3 (Koganei): Writing & Discussion: Advanced II

Takao Kasumi

Credit(s):1 | Semester: 秋学期授業/Fall | Year:1~4

Day/Period: 木 2/Thu.2

他学部公開: グローバル: 成績優秀: 実務教員:○

#### [Outline and objectives]

本授業は対面での実施を予定しているが、 大学の行動方針レベルが2となった場合,この授業は原則としてオンラインで行う。 具体的な授業の 学習支援システムで提示するので確認すること。なお、ERP 受講には専用サイトにて 4 月 7 日 (水)~13 日 (火) の申し込み期間 で申し込みが必要なので注意する。詳細は https://www.global.hosei.ac. jp/programs/oncampus/erp/ で確認のこと。This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking. In class, students will receive verbal feedback individually from both their instructor and classmates to help them identify and improve their weak areas. For assigned tasks, students will receive verbal and/or written feedback from their instructor on general progress and points to improve...

#### [Goal]

By the end of this course, students will be better able to:

- · write sophisticated, referenced, logical English essays (750w) on a range of academic and general topics
- be sensitive to the importance of citation and reference in academic writing and avoid plagiarism
- · learn effective techniques for quoting, paraphrasing, summarizing, etc. the work of others
- deepen vocabulary related to target topics through in-class and further reading / research
- develop critical reading skills (identifying opinions and bias) using extended level-appropriate academic articles engage proactively in and facilitate discussions on a wide range of
- topics related to their fields of study communicate actively by employing strategies for explaining,
- reasoning, persuading, checking and confirming confidently express opinions supported by logical reasoning and
- convincing evidence work together with other students in collaborative projects

[Which item of the diploma policy will be obtained by taking this class?]

## [Method(s)]

The course covers the final six units of the Life (Level 4) textbook. It starts with a general orientation to the program and introduction to the course, and a study planning workshop in which students set learning goals for the semester. After completing the CEFR self-evaluation in Lesson 2, students begin working with the textbook, completing one unit every two lessons thereafter. The first lesson of each unit focuses on language input and controlled practice, while the second lesson focuses on open practice and application. At the end of each unit is a discussion which provides the basis for the creation of three presentations. In the fourth, eighth and twelfth / thirteenth lessons, students will deliver these presentations which they have worked on in-class and at home. The course ends with a review of key language and skills and another study planning workshop to encourage autonomous learning.

Evaluation is based on consistent attendance, active participation in class activities, homework completion, discussion activities, and three presentations two of which are done in pairs / groups, and one individually.

[Active learning in class (Group discussion, Debate.etc.)] あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

Theme Contents No.

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## [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

## [Prerequisitess]

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