

# 2020年度 グローバル教育センター 講義概要（シラバス）



法政大学

# 科目一覽

[発行日：2020/5/1] 最新版のシラバスは、法政大学 Web シラバス (<https://syllabus.hosei.ac.jp/>) で確認してください。

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

Samuel Harper

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

Day/Period : 月 2/Mon.2

## [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 27 日 (月) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10% Presentation 2 (pair/group) - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Free Time"
8	Unit 4: Free Time; parts a-b	
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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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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.

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

Samuel Harper

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

Day/Period : 月 4/Mon.4

## [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [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
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- engage in and lead simple discussions on a range of topics
- improve pronunciation to maintain a clear diction understandable by native speakers
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- 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)]

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14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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.

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[Changes following student comments]

N/A

## [Others]

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

Simon Wardle

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

Day/Period : 火 4/Tue.4

**[Outline and objectives]**

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

**[Goal]**

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- make basic presentations (with PowerPoint, etc.) in English, in pairs, groups and individually
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**[Method(s)]**

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 28 日 (火) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10% Presentation 2 (pair/group) - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Free Time"
8	Unit 4: Free Time; parts a-b	
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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

**[Others]**

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

[ ]

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.



LANe100LD

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

Jean-Pierre Corbeil

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

Day/Period : 木 4/Thu.4

## [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10% Presentation 2 (pair/group) - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Free Time"
8	Unit 4: Free Time; parts a-b	
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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses. He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses. Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

[]

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.

LANe100LD

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

Jonathan Docherty

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

Day/Period : 金 3/Fri.3

## [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [Goal]

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

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

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

## [Method(s)]

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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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10% Presentation 2 (pair/group) - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Free Time"
8	Unit 4: Free Time; parts a-b	
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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

[]

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.

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## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate I

Samuel Harper

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

Day/Period : 月 3/Mon.3

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

## 【】

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.

LANe100LD

## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate I

Jean-Pierre Corbeil

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

Day/Period : 木 2/Thu.2

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses.

He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses. Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

**[ ]**

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.

LANe100LD

## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate I

Amy Toms

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

Day/Period : 金 2/Fri.2

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

## 【】

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.

LANe100LD

## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate I

Amy Toms

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

Day/Period : 金 4/Fri.4

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

**[Prerequisite]**

English proficiency requirement: TOEFL<sup>®</sup> iBT 45-51, TOEFL<sup>®</sup> ITP 450-469, TOEIC<sup>®</sup> 500-549, IELTS 5.0 or EIKEN<sup>®</sup> CSE2.0 2200-2303, English Placement Test *a* 640-689

**[ ]**

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.



LANe100LD

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

Jonathan Docherty

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

Day/Period : 月 2/Mon.2

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 27 日 (月) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

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

[]

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.

LANe100LD

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

David Raffray

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

Day/Period : 木 2/Thu.2

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 30 日 (木) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Jean-Pierre Corbeil

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

Day/Period : 木 3/Thu.3

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 30 日 (木) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 10%	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts a-b 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 (pair/group)
8	Presentation 2 (pair/group) - 10%	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts a-b 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 (solo)
12	Presentation 3 (solo) - 10%	Review / Prepare Presentation 3 (solo)
13	Unit 6: Stages of Life; parts a-b Presentation 3 continued (solo) - 10%	Prepare a short speech on "What I learned in this course"
14	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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses.

He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses.

Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Amy Toms

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

Day/Period : 金 3/Fri.3

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Jason Lee

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

Day/Period : 金 4/Fri.4

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

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

4	Presentation 1 (pair/group) - 10%	Prepare a short speech on "Competitions"
5	Unit 2: Competitions; parts a-b 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 (pair/group)
8	Presentation 2 (pair/group) - 10%	Prepare a short speech on "Challenges"
9	Unit 4: Challenges; parts a-b 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 (solo)
12	Presentation 3 (solo) - 10%	Review / Prepare Presentation 3 (solo)
13	Unit 6: Stages of Life; parts a-b Presentation 3 continued (solo) - 10%	Prepare a short speech on "What I learned in this course"
14	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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Jason Lee is from Los Angeles, California. He majored in East Asian Languages and cultures with a minor in Business Administration. He has been teaching in Japan for over 3 years and has experience teaching in both universities and companies. Courses include Meetings, Negotiations, Presentations, Discussion and Email Writing. In addition, he also has a sound knowledge of Eiken and TOEIC examinations. Prior to moving to Japan, he worked for a year at a law firm as an office manager, and several years in finance as a financial and administrative analyst. Jason's knowledge of different cultures gained whilst studying combined with experience in the financial industry and in teaching, help him create lessons which encourage students to think about the 'big picture' and take on a world view during lessons.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Jonathan Docherty

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

Day/Period : 月 4/Mon.4

**[Outline and objectives]**

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

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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]**

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

## 【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.

## 【Prerequisite】

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

## 【】

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.

LANe100LD

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

Ivan Iannotta

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

Day/Period : 火 2/Tue.2

## 【Outline and objectives】

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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<http://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Ivan Iannotta is a native English speaker born in Zurich, Switzerland, and raised in New York. He is a native speaker of English and German and can speak four more languages fluently. He has been teaching English in Europe and Japan for 15 years. His main areas of expertise are cross-cultural communication, bilingualism, curriculum development, international English exams (Cambridge, TOEFL, TOEIC, IELTS), English for professional/academic purposes and oral assessment. He is a speaking examiner for the University of Cambridge English Language Assessment Department, a freelance translator and interpreter (Japanese <> English). His experience also includes teacher training and academic counseling.

[Prerequisite]

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

[ ]

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.



LANe100LD

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

David Raffray

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

Day/Period : 木 4/Thu.4

**[Outline and objectives]**

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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]**

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

**[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.

**[Prerequisite]**

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

**[ ]**

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.

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

Jonathan Docherty

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

Day/Period : 金 2/Fri.2

**[Outline and objectives]**

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

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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]**

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

**[Prerequisite]**

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

**[ ]**

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.

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

Jonathan Docherty

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

Day/Period : 月 3/Mon.3

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 27 日 (月) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

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

[]

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.

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

Simon Wardle

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

Day/Period : 火 3/Tue.3

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 28 日 (火) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Jonathan Docherty

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

Day/Period : 金 4/Fri.4

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## [Prerequisite]

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

[]

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.

LANe100LD

## ERP CE3 (Ichigaya): Writing &amp; Discussion: Advanced I

Jason Lee

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

Day/Period : 月 4/Mon.4

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 27 日 (月) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【Others】

Jason Lee is from Los Angeles, California. He majored in East Asian Languages and cultures with a minor in Business Administration. He has been teaching in Japan for over 3 years and has experience teaching in both universities and companies. Courses include Meetings, Negotiations, Presentations, Discussion and Email Writing. In addition, he also has a sound knowledge of Eiken and TOEIC examinations. Prior to moving to Japan, he worked for a year at a law firm as an office manager, and several years in finance as a financial and administrative analyst. Jason's knowledge of different cultures gained whilst studying combined with experience in the financial industry and in teaching, help him create lessons which encourage students to think about the 'big picture' and take on a world view during lessons.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスメント a 730

## 【】

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.

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## ERP CE3 (Ichigaya): Writing &amp; Discussion: Advanced I

Simon Wardle

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

Day/Period : 火 2/Tue.2

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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<http://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。

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]

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## [Changes following student comments]

N/A

## [Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマント a 730

## []

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.

LANe100LD

## ERP CE3 (Ichigaya): Writing &amp; Discussion: Advanced I

David Raffray

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

Day/Period : 木 3/Thu.3

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイズメント a 730

## 【】

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.

LANe100LD

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

Samuel Harper

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

## 【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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
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 c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group)

8	Presentation 2 (pair/group) - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

LANe100LD

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

Jean-Pierre Corbeil

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

[Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

[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
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 c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group)

8	Presentation 2 (pair/group) - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses.

He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses. Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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

Simon Wardle

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

**[Outline and objectives]**

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

**[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 (200-300 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]**

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

3	Chapter 4: Describing with Space Order Discussion	Writing 1 Draft	<b>[Prerequisite]</b> English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689
4	Chapter 4: Describing with Space Order Writing 1 Draft pair review	Writing 1 Final	
5	Writing 1 Final DUE - 10% Chapter 4: Describing with Space Order Discussion 1 - 10%	Review Chapter 4	
6	Writing 1 Final feedback Chapter 5: Stating Reasons and Using Examples	Prepare a discussion topic based on Chapter 5	
7	Chapter 5: Stating Reasons and Using Examples	Writing 2 Draft	
8	Chapter 5: Stating Reasons and Using Examples Writing 2 Draft pair review	Writing 2 Final	
9	Writing 2 Final DUE - 10% Chapter 5: Stating Reasons and Using Examples Discussion 2 - 10%	Review Chapter 5	
10	Writing 2 Final feedback Chapter 6: Expressing Your Opinion	Prepare a discussion topic based on Chapter 6	
11	Chapter 6: Expressing Your Opinion Discussion	Writing 3 Draft	
12	Chapter 6: Expressing Your Opinion Writing 3 Draft pair review	Writing 3 Final	
13	Writing 3 Final DUE - 10% Chapter 6: Expressing Your Opinion Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 6 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

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## ERP CE1 (Ichigaya): Writing &amp; Discussion: Intermediate II

Jonathan Docherty

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

## [Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [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 (200-300 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

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

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

Throughout the course, students will be expected to do homework. 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]

- \* Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)
- \* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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

Samuel Harper

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

## 【Outline and objectives】

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial)	Prepare a short speech on “Work”
3	Unit 7: Work; parts a-b Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) – 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 (pair/group)
8	Presentation 2 (pair/group) - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion - 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 - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [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.

#### [Prerequisite]

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

#### [I]

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.

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

Jean-Pierre Corbeil

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

#### [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

#### [Goal]

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

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

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

#### [Method(s)]

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial)	Prepare a short speech on "Work"
3	Unit 7: Work; parts a-b Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion - 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 - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses.

He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses. Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

[Prerequisite]

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

LANe100LD

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

Simon Wardle

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

[Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

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

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

[Method(s)]

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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final	<p><b>[Prerequisite]</b>                      English proficiency requirement: TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5, EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729</p>
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 Discussion 1 - 10%	Review Chapter 6	
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

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## ERP CE2 (Ichigaya): Writing &amp; 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

## [Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

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 Discussion 1 - 10%	Review Chapter 6
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## 【Prerequisite】

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

LANe100LD

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

Samuel Harper

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

## 【Outline and objectives】

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) – 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "No limits"
8	Unit 10: No limits; parts a-b Discussion 1 - 10%	Unit 10 review
9	Unit 11: Connections; parts a-b Discussion 3 - 10%	Prepare a short speech on "Connections"
10	Unit 11: Connections; parts c-e Presentation 3 (solo) - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
11	Unit 12: Experts; parts a-b Presentation 3 continued (solo) - 10%	Review / Prepare Presentation 3 (solo)
12	Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
13	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイスメント a 730

[I]

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.

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

Jonathan Docherty

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

[Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 10% Unit 10: No limits; parts a-b	Prepare a short speech on "No limits"
9	Unit 10: No limits; parts c-e Discussion 1 - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイズメント a 730

LANe100LD

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

Simon Wardle

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

[Outline and objectives]

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final	<b>[Prerequisite]</b> English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマント a 730
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5	
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft	
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final	
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6	
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft	
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final	
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7	
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft	
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final	
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.



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

Jean-Pierre Corbeil

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

## [Outline and objectives]

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

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

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Jean-Pierre Corbeil is from British Columbia, Canada, majored in Economics and has a Cambridge CELTA teaching qualification. He has worked in both corporate and academic environments in Japan for over six years. As a University Instructor Jean-Pierre has taught TOEFL, Academic Writing, Reading, Discussion and Listening courses.

He has been a Corporate Consultant at Japanese and International Corporations and various Governmental Organizations, where he has taught Meeting/Facilitating, Presentation and Negotiating courses. Outside Japan, he taught at a college in the south of Saudi Arabia and as a Night Auditor in Vancouver, Canada.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマン  
ト a 730

LANe100LD

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

David Raffray

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

Day/Period : 火 3/Tue.3

## 【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group)
8	Presentation 2 (pair/group) - 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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

[I]

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.

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

Jason Lee

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

Day/Period : 木 3/Thu.3

[Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

[Goal]

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

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

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

[Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 30 日 (木) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火) ~ 26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group)
8	Presentation 2 (pair/group) - 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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [Others]

Jason Lee is from Los Angeles, California. He majored in East Asian Languages and cultures with a minor in Business Administration. He has been teaching in Japan for over 3 years and has experience teaching in both universities and companies. Courses include Meetings, Negotiations, Presentations, Discussion and Email Writing. In addition, he also has a sound knowledge of Eiken and TOEIC examinations. Prior to moving to Japan, he worked for a year at a law firm as an office manager, and several years in finance as a financial and administrative analyst. Jason's knowledge of different cultures gained whilst studying combined with experience in the financial industry and in teaching, help him create lessons which encourage students to think about the 'big picture' and take on a world view during lessons.

#### [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

#### [ ]

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.

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

Michael Morrison

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

Day/Period : 金 2/Fri.2

#### [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

#### [Goal]

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

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

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

#### [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group)
8	Presentation 2 (pair/group) - 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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [Others]

Michael Morrison comes from the UK. He has lived and worked in the Kansai and Kanto areas for several years. Both as an instructor and as an office worker, Michael has led teams working towards strict deadlines while getting the best out of each member. He has experience in curriculum development and textbook writing. He encourages his students to set themselves short- and long-term goals, to take the initiative, and to have the confidence to make full use of the skills they have acquired in class. He pays close attention to each student's needs so that no one is left behind.

#### [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

#### []

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.

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

Michael Morrison

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

Day/Period : 金 4/Fri.4

#### [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

#### [Goal]

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

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

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

#### [Method(s)]

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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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group)
8	Presentation 2 (pair/group) - 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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]**

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Michael Morrison comes from the UK. He has lived and worked in the Kansai and Kanto areas for several years. Both as an instructor and as an office worker, Michael has led teams working towards strict deadlines while getting the best out of each member. He has experience in curriculum development and textbook writing. He encourages his students to set themselves short- and long-term goals, to take the initiative, and to have the confidence to make full use of the skills they have acquired in class. He pays close attention to each student's needs so that no one is left behind.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

**[ ]**

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.

LANe100LD

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

Simon Wardle

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

Day/Period : 月 2/Mon.2

**[Outline and objectives]**

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

**[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)]**

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

**[ ]**

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.

LANe100LD

## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate I

Simon Wardle

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

Day/Period : 月 4/Mon.4

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A



## 【Others】

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test α 640-689

## 【】

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.

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## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate I

Jason Lee

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

Day/Period : 木 4/Thu.4

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Jason Lee is from Los Angeles, California. He majored in East Asian Languages and cultures with a minor in Business Administration. He has been teaching in Japan for over 3 years and has experience teaching in both universities and companies. Courses include Meetings, Negotiations, Presentations, Discussion and Email Writing. In addition, he also has a sound knowledge of Eiken and TOEIC examinations. Prior to moving to Japan, he worked for a year at a law firm as an office manager, and several years in finance as a financial and administrative analyst. Jason's knowledge of different cultures gained whilst studying combined with experience in the financial industry and in teaching, help him create lessons which encourage students to think about the 'big picture' and take on a world view during lessons.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

**[ ]**

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.

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## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate I

Michael Morrison

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

Day/Period : 金 3/Fri.3

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【Others】

Michael Morrison comes from the UK. He has lived and worked in the Kansai and Kanto areas for several years. Both as an instructor and as an office worker, Michael has led teams working towards strict deadlines while getting the best out of each member. He has experience in curriculum development and textbook writing. He encourages his students to set themselves short- and long-term goals, to take the initiative, and to have the confidence to make full use of the skills they have acquired in class. He pays close attention to each student's needs so that no one is left behind.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

## 【】

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.

LANe100LD

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

Thomas Rogers

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

Day/Period : 月 2/Mon.2

## 【Outline and objectives】

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

**[Prerequisite]**

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

**[I]**

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.

LANe100LD

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

Amy Toms

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

Day/Period : 火 3/Tue.3

**[Outline and objectives]**

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [Others]

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

#### [Prerequisite]

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

#### []

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.

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

Helen Nagasawa

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

Day/Period : 金 3/Fri.3

#### [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

#### [Goal]

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

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

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

#### [Method(s)]

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [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.

#### [Prerequisite]

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

#### [ ]

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.

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

Thomas Rogers

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

Day/Period : 月 3/Mon.3

#### [Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

#### [Goal]

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

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

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

#### [Method(s)]

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

[Prerequisite]

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

[]

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.



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

Amy Toms

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

Day/Period : 火 2/Tue.2

## 【Outline and objectives】

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)～26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

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

## 【】

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.

LANe100LD

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

Thomas Rogers

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

Day/Period : 木 3/Thu.3

## 【Outline and objectives】

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)～26日(日)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<http://www.global.hosei.ac.jp/programs/oncampus/erp/>で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## 【Changes following student comments】

N/A

## 【Others】

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

## 【Prerequisite】

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

## 【】

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.

LANe100LD

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

Simon Wardle

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

Day/Period : 月 3/Mon.3

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

## [Prerequisite]

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

[]

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.

LANe100LD

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

Thomas Rogers

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

Day/Period : 木 2/Thu.2

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 30 日 (木) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

## [Prerequisite]

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

[]

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.

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## ERP CE3 (Tama): Writing &amp; Discussion: Advanced

David Raffray

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

Day/Period : 火 4/Tue.4

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 28 日 (火) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)～26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイズメント a 730

## 【】

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.

LANe100LD

## ERP CE3 (Tama): Writing &amp; Discussion: Advanced

Helen Nagasawa

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

Day/Period : 金 2/Fri.2

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマント a 730

[]

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.



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

Amy Toms

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

## 【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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
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 c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group)

8	Presentation 2 (pair/group) - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)】

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

## 【Changes following student comments】

N/A

## 【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

LANe100LD

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

Michael Morrison

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

## [Outline and objectives]

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [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
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 c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group)

8	Presentation 2 (pair/group) - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

## [Changes following student comments]

N/A

## [Others]

Michael Morrison comes from the UK. He has lived and worked in the Kansai and Kanto areas for several years. Both as an instructor and as an office worker, Michael has led teams working towards strict deadlines while getting the best out of each member. He has experience in curriculum development and textbook writing. He encourages his students to set themselves short- and long-term goals, to take the initiative, and to have the confidence to make full use of the skills they have acquired in class. He pays close attention to each student's needs so that no one is left behind.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate II

Simon Wardle

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

## [Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## [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 (200-300 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

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

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

Throughout the course, students will be expected to do homework. 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]

- \* Longman Academic Writing Series (Level 2); 3rd Edition, Pearson (ISBN: 978-0-13-466333-3)
- \* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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## ERP CE1 (Tama): Writing &amp; Discussion: Intermediate II

Thomas Rogers

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

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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 (200-300 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】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

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

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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

Simon Wardle

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

**[Outline and objectives]**

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial)	Prepare a short speech on "Work"
3	Unit 7: Work; parts a-b Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 10% Unit 10: Products; parts a-b	Prepare a short speech on "Products"
9	Unit 10: Products; parts c-e Discussion - 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 - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

[Prerequisite]

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

[]

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.

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

Helen Nagasawa

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

[Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

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

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

[Method(s)]

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial)	Prepare a short speech on "Work"
3	Unit 7: Work; parts a-b Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Products"
8	Unit 10: Products; parts a-b	Unit 10 review
9	Unit 10: Products; parts c-e Discussion - 10%	
10	Unit 11: History; parts a-b	Prepare a short speech on "History"
11	Unit 11: History; parts c-e Discussion - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10%	Review / Prepare Presentation 3 (solo)
13	Unit 12: Nature; parts a-b Presentation 3 continued (solo) - 10%	Prepare a short speech on "What I learned in this course"
14	Unit 12: Nature; parts c-e CEFR self-evaluation (Final) / Student surveys Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

**[Prerequisite]**

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

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

Amy Toms

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

**[Outline and objectives]**

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[Goal]**

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

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

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

**[Method(s)]**

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]**

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

3	Chapter 5: Process Paragraphs Writing Practice Draft pair review	Writing Practice Final	<b>[Prerequisite]</b> English proficiency requirement: TOEFL® iBT 52-60, TOEFL® ITP 470-499, TOEIC® 550-624, IELTS 5.5, EIKEN® CSE2.0 2304-2399 or English Placement Test a 690-729
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 Discussion 1 - 10%	Review Chapter 6	
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.



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

Thomas Rogers

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

## [Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

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 Discussion 1 - 10%	Review Chapter 6
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## [Changes following student comments]

N/A

## [Others]

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

## 【Prerequisite】

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

LANe100LD

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

Simon Wardle

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

## 【Outline and objectives】

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10% Unit 10: No limits; parts a-b	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "No limits"
8		
9	Unit 10: No limits; parts c-e Discussion 1 -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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Simon Wardle is from Wigan in the UK and has a BA (Hons) in Design. He has been teaching in Japan, in both corporate and university settings, for over ten years. His corporate experience includes teaching presentation, meeting, negotiation and discussion courses. At university his classes focus on more communicative based lessons as well as reading and writing, and TOEFL courses. Prior to teaching, Simon Wardle worked in the Financial sector in England at a well-known bank. Through his work experience and his extensive teaching experience, Simon Wardle is able to create and deliver engaging student led lessons which focus on maximizing learner output.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスメント a 730

LANe100LD

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

Thomas Rogers

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

[Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "No limits"
8	Unit 10: No limits; parts a-b Discussion 1 - 10%	Unit 10 review
9	Unit 11: Connections; parts a-b Discussion 3 - 10%	Prepare a short speech on "Connections"
10	Unit 11: Connections; parts c-e Discussion 3 - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
11	Presentation 3 (solo) - 10%	Review / Prepare Presentation 3 (solo)
12	Unit 12: Experts; parts a-b Presentation 3 continued (solo) - 10%	Prepare a short speech on "What I learned in this course"
13	Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	
14	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Thomas Rogers graduated with a Bachelor of Arts in American Studies. He is an experienced teacher and in the five years that he has been in Japan he has taught a wide range of students from kindergarten to adults. He has taught oral communication classes as well as TOEFL and TOEIC. He has worked as a freelance translator and has a high level of Japanese. By applying his analytical skills and his extensive experience as an Instructor, Tom focuses on creating interesting lessons with the aim of improving his students' critical thinking skills in English.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレリスメント a 730

LANe100LD

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

Amy Toms

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

[Outline and objectives]

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

[Goal]

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

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

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレースメント a 730

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

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## ERP CE3 (Tama): Writing &amp; Discussion: Advanced II

Helen Nagasawa

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

## [Outline and objectives]

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

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

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイスマン  
ト a 730

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

Amy Toms

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

Day/Period : 木 4/Thu.4

## 【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: People; parts a-b	Prepare a short speech on "People"
3	Unit 1: People; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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 c-e Discussion 1 - 10%	Unit 3 review Prepare and practice Presentation 2 (pair/group)
8	Presentation 2 (pair/group) - 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 Discussion 3 - 10%	Unit 5 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)】

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

【References】

The supplementary reading materials and/or websites would be shared appropriately.

【Grading criteria】

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

【Changes following student comments】

N/A

【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

【】

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.

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

Thomas Saunders

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

Day/Period : 火 2/Tue.2

【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

【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)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course



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

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

Throughout the course, students will be expected to do homework. 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]**

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

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

**[ ]**

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.

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## ERP CE1 (Koganei): Writing &amp; Discussion: Intermediate I

Samuel Harper

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

Day/Period : 金 3/Fri.3

## 【Outline and objectives】

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the first three chapters in the textbook firstly to confirm students' understanding of and ability to write basic English paragraphs, secondly to analyze and practice listing-order ("first ... second ..." etc.) paragraphs, and thirdly to build students' ability to write written instructions, requests and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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 Course preview Study planning	Write down three SMART learning goals for this course

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

## 【】

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.

LANe100LD

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

Thomas Saunders

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

Day/Period : 月 3/Mon.3

## 【Outline and objectives】

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Stages of Life; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Stages of Life; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [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.

#### [Prerequisite]

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

#### [I]

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.

LANe100LD

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

Amy Toms

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

Day/Period : 木 3/Thu.3

#### [Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

#### [Goal]

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

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

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

#### [Method(s)]

春学期の少なくとも前半はオンラインでの開講となる。それにとまう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は 4 月 30 日 (木) とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP 受講には専用サイトで 4 月 21 日 (火)~26 日 (日) 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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## 【Changes following student comments】

N/A

## 【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

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

## 【】

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.

LANe100LD

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

Samuel Harper

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

Day/Period : 金 2/Fri.2

## 【Outline and objectives】

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses the first three chapters of the textbook to introduce various kinds of English paragraph structure and to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter nine of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は5月1日(金)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## 【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

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

## 【】

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.

LANe100LD

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

Thomas Saunders

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

Day/Period : 火 3/Tue.3

## 【Outline and objectives】

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

春学期の少なくとも前半はオンラインでの開講となる。それにともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月28日(火)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)

4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

#### [References]

The supplementary reading materials and/or websites would be shared appropriately.

#### [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

#### [Changes following student comments]

N/A

#### [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.

#### [Prerequisite]

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

#### [I]

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.

LANe100LD

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

Samuel Harper

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

Day/Period : 金 4/Fri.4

#### [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

#### [Goal]

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

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

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

#### [Method(s)]

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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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial) Unit 1: Culture and Identity; parts a-b	Prepare a short speech on "Culture and Identity"
3	Unit 1: Culture and Identity; parts c-e Discussion	Unit 1 review Prepare & practice Presentation 1 (pair/group)



4	Presentation 1 (pair/group) - 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 (pair/group)
8	Presentation 2 (pair/group) - 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 (solo)
12	Presentation 3 (solo) - 10% Unit 6: Mysteries; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 6: Mysteries; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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)

\*Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

**[Prerequisite]**

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

**[ ]**

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.

LANe100LD

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

Thomas Saunders

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

Day/Period : 月 2/Mon.2

**[Outline and objectives]**

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

**[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)]**

春学期の少なくとも前半はオンラインでの開講となる。それにとまなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月27日(月)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレースメント a 730

[]

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.

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## ERP CE3 (Koganei): Writing &amp; Discussion: Advanced I

Amy Toms

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

Day/Period : 木 2/Thu.2

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the first four chapters of the textbook to firstly review English paragraph structure, secondly to reinforce understanding of and ability to produce unified and coherent writing, thirdly to utilize and cite outside resources (references), and fourthly to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【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)】

春学期の少なくとも前半はオンラインでの開講となる。それともなう各回の授業計画の変更については、学習支援システムで提示する。本授業の開始日は4月30日(木)とし、具体的な授業の方法などを、学習支援システムで提示する。なお、ERP受講には専用サイトで4月21日(火)~26日(日)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 <http://www.global.hosei.ac.jp/programs/oncampus/erp/> で確認のこと。

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】

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

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

Throughout the course, students will be expected to do homework. 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】

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

\*Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Writing 30%; Discussion 30%

【Changes following student comments】

N/A

## 【Others】

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレースメント a 730

## 【】

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.

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

Amy Toms

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

## 【Outline and objectives】

This course, the lowest level communication course in the ERP, aims to support and strengthen students' existing speaking and listening skills, by building a solid foundation of English vocabulary and structures to allow simple communication on a range of engaging topics and situations. It uses the textbook's wide range of relevant topics and themes focused on society and culture as a springboard for planning, discussion, presentation and simple debate activities, with a focus on encouraging active engagement, learner autonomy, and confidence.

## 【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
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 c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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; parts c-e Discussion 1 - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group)

8	Presentation 2 (pair/group) - 10% Unit 10: Learning; parts a-b	Prepare a short speech on "Learning"
9	Unit 10: Learning; parts c-e Discussion 2 - 10%	Unit 10 review
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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: The Earth; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

[Changes following student comments]

N/A

[Others]

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

[Prerequisite]

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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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

[Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

[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 (200-300 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

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

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

[References]

The supplementary reading materials and/or websites would be shared appropriately.

[Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

[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.

[Prerequisite]

English proficiency requirement: TOEFL ® iBT 45-51, TOEFL ® ITP 450-469, TOEIC ® 500-549, IELTS 5.0 or EIKEN ® CSE2.0 2200-2303, English Placement Test a 640-689

LANe100LD

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

Samuel Harper

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

[Outline and objectives]

This course, the lowest level writing course in the ERP, aims to support and strengthen students' existing writing and discussion skills, by building a solid foundation of English vocabulary and grammar structures to allow simple written and oral communication on a range of engaging topics and situations. It uses the final three chapters in the textbook firstly to analyze and practice space-order ("on the left ... behind that") descriptive paragraphs, secondly to recognize and practice writing well-reasoned paragraphs supported by examples, and thirdly to build students' ability to write simple logical opinions in longer paragraphs. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and confidence.

[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 (200-300 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 4: Describing with Space Order Discussion	Prepare a discussion topic based on Chapter 4

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

**[Prerequisite]**

English proficiency requirement: TOEFL® iBT 45-51, TOEFL® ITP 450-469, TOEIC® 500-549, IELTS 5.0 or EIKEN® CSE2.0 2200-2303, English Placement Test a 640-689

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

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

Thomas Saunders

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

## [Outline and objectives]

This course, the mid-level communication course in the ERP, aims to further develop students' speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

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
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR self-evaluation (Initial)	Prepare a short speech on "Work"
3	Unit 7: Work; parts a-b Unit 7: Work; parts c-e Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Products"
8	Unit 10: Products; parts a-b	
9	Unit 10: Products; parts c-e Discussion - 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 - 10%	Unit 11 review Prepare and practice Presentation 3 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Nature; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 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.)]

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

## [Changes following student comments]

N/A

## [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.

## [Prerequisite]

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



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

Amy Toms

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

## [Outline and objectives]

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

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

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

## [Method(s)]

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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

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 Discussion 1 - 10%	Review Chapter 6
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"
14	Writing 3 Final feedback Course review / Study planning	-

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

Throughout the course, students will be expected to do homework. 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]

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

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

## [Changes following student comments]

N/A

## [Others]

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.

## 【Prerequisite】

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

LANe100LD

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

Samuel Harper

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

## 【Outline and objectives】

This course, the mid-level writing course in the ERP, aims to further develop students' English writing and discussion skills, by helping them to write different kinds of paragraphs and finally to write simple essays consisting of a clear introduction, body, conclusion structure. It uses chapters five, six and seven of the textbook to introduce various kinds of English paragraph structure, to reinforce understanding of and the ability to produce unified and coherent writing. The course then turns to chapter ten of the book to look at how to apply this knowledge and skill to write a basic essay. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

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

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

## 【Method(s)】

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】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Paragraphs Discussion	Writing Practice Draft

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 Discussion 1 - 10%	Review Chapter 6	
8	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 surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[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.

**[Prerequisite]**

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

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

Thomas Saunders

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

## 【Outline and objectives】

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "No limits"
8	Unit 10: No limits; parts a-b	
9	Unit 10: No limits; parts c-e Discussion 1 -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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

## 【References】

The supplementary reading materials and/or websites would be shared appropriately.

## 【Grading criteria】

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

## 【Changes following student comments】

N/A

## 【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.

## 【Prerequisite】

English proficiency requirement:TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマン ト a 730

LANe100LD

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

Samuel Harper

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

## [Outline and objectives]

This course, the highest level communication course in the ERP, aims to further develop students' already significant speaking and listening skills, by expanding their active repertoire of English vocabulary and structures to allow complex communication on a range of engaging topics and situations. It uses the textbook's wide range of topics and themes on society and culture as a springboard for planning, discussion, meeting simulation, presentation and debate activities, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

- make sophisticated academic presentations in English on academic and other topics, in pairs, groups and individually
- expand ability to listen to academic presentations and complex multi-party interactions
- engage proactively in and facilitate discussions on a relatively simple academic topics related to their fields of study
- manage common situations when communicating in English both in Japan and when travelling abroad
- communicate actively by employing strategies for explaining, reasoning, persuading, checking and confirming
- confidently express opinions supported by logical reasoning and convincing evidence, backed by data and evidence
- expand analysis and research skills by using data to support discussions and presentations in class
- work together with other students in collaborative 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
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 Discussion	Unit 7 review Prepare & practice Presentation 1 (pair/group)
4	Presentation 1 (pair/group) - 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% Presentation 2 (pair/group) - 10%	Unit 9 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "No limits"
8	Unit 10: No limits; parts a-b	
9	Unit 10: No limits; parts c-e Discussion 1 -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 (solo)
12	Presentation 3 (solo) - 10% Unit 12: Experts; parts a-b	Review / Prepare Presentation 3 (solo)
13	Presentation 3 continued (solo) - 10% Unit 12: Experts; parts c-e CEFR self-evaluation (Final) / Student surveys	Prepare a short speech on "What I learned in this course"
14	Course review / Study planning	

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

Throughout the course, students will be expected to do homework. 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)

\* Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Presentation 30%; Discussion 30%

## [Changes following student comments]

N/A

## [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.

## [Prerequisite]

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイスマン ト a 730

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

Thomas Saunders

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

## [Outline and objectives]

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## [Goal]

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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]

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

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

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

Throughout the course, students will be expected to do homework. 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]

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

\*Supplementary in-class handouts (free)

## [References]

The supplementary reading materials and/or websites would be shared appropriately.

## [Grading criteria]

Participation (with attendance) 40%; Writing 30%; Discussion 30%

[Changes following student comments]

N/A

## [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.

## 【Prerequisite】

English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語ブレイスマント a 730

## 【】

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.

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## ERP CE3 (Koganei): Writing &amp; Discussion: Advanced II

Amy Toms

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

## 【Outline and objectives】

This course, the highest level writing course in the ERP, aims to further develop students' already significant English writing and discussion skills, by expanding their ability to write long paragraphs into essays consisting of a clear introduction, body, conclusion structure. It uses the second four chapters of the textbook to analyze and practice writing four different essay types: Process Essays, Cause / Effect Essays, Comparison / Contrast Essays, and finally Argumentative Essays. Through these units various writing skills are explored including organization, thesis statements, collocations, antonyms, summarizing, and so on. These writing skills are always balanced with speaking and discussion tasks on a variety of engaging topics, with a focus on encouraging active engagement, learner autonomy, and critical thinking.

## 【Goal】

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

- write sophisticated, referenced, logical English essays (500-1000w) 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 second 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】

No.	Theme	Contents
1	Orientation & introductions Course preview Study planning	Write down three SMART learning goals for this course
2	CEFR Self-Evaluation (Initial) Chapter 5: Process Essays Discussion	Writing Practice Draft

3	Chapter 5: Process Essays Writing Practice Draft pair review	Writing Practice Final	<b>[Prerequisite]</b> English proficiency requirement: TOEFL® iBT 61, TOEFL® ITP 500, TOEIC® 625, IELTS 6.0, EIKEN® CSE2.0 2400 or 英語プレイスマント a 730
4	Chapter 5: Process Essays Writing Practice Final group review	Review Chapter 5	
5	Chapter 6: Cause / Effect Essays Discussion	Writing 1 Draft	
6	Chapter 6: Cause / Effect Essays Writing 1 Draft pair review	Writing 1 Final	
7	Writing 1 Final DUE - 10% Chapter 6: Cause / Effect Essays Discussion 1 - 10%	Review Chapter 6	
8	Writing 1 Final feedback Chapter 7: Comparison / Contrast Essays Discussion	Writing 2 Draft	
9	Chapter 7: Comparison / Contrast Essays Writing 2 Draft pair review	Writing 2 Final	
10	Writing 2 Final DUE - 10% Chapter 7: Comparison / Contrast Essays Discussion 2 - 10%	Review Chapter 7	
11	Writing 2 Final feedback Chapter 8: Argumentative Essays Discussion	Writing 3 Draft	
12	Chapter 8: Argumentative Essays Writing 3 Draft pair review	Writing 3 Final	
13	Writing 3 Final DUE - 10% Chapter 8: Argumentative Essays Discussion 3 - 10% CEFR Self-Evaluation (Final) / Student surveys	Review Chapter 8 Prepare a short speech on "What I learned in this course"	
14	Writing 3 Final feedback Course review / Study planning	-	

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

Throughout the course, students will be expected to do homework. 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]**

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

\* Supplementary in-class handouts (free)

**[References]**

The supplementary reading materials and/or websites would be shared appropriately.

**[Grading criteria]**

Participation (with attendance) 40%; Writing 30%; Discussion 30%

**[Changes following student comments]**

N/A

**[Others]**

Amy Toms, from the U.K., is a personable and professional individual who has worked in Japan since 2017. Her experience includes teaching English to both children and adults, providing her with an engaging and creative approach. She has taught at Universities and Language schools in Japan, providing communication classes, exam preparation and 1:1 lessons tailored to professionals' business needs. Her students value her enthusiasm and encouraging approach. She genuinely enjoys seeing her students improve and grow in confidence. Prior to working in Japan, she worked as a Clinical Psychologist for the National Health Service in the UK. She also taught English to children in various locations throughout Europe including Italy, Spain, Austria and the UK.



