

2019年度  
英語強化プログラム(ERP)  
講義概要(シラバス)



法政大学

# 科目一覧

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

Iain Lonsdale

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)】

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 4: Free Time; parts a-b	Unit 3 review Prepare and practice Presentation 2 (pair/group) 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.

## 【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. (This is a new class)

## 【Others】

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 CE1 (Ichigaya): Oral Presentation & Discussion: Intermediate I**

Takao Kasumi

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
- 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 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 4: Free Time; parts a-b	Unit 3 review Prepare and practice Presentation 2 (pair/group) 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.

**[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. (This is a new class)

**[Others]**

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

**[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): Oral Presentation &amp; Discussion: Intermediate I

Iain Lonsdale

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】

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)】

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】

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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"
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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.

## 【Textbooks】

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\* 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. (This is a new class)

## 【Others】

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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



LANe100LD

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

Samuel Harper

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)]**

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.

**[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. (This is a new class)

**[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 &amp; Discussion: Intermediate I

Christine Barnes

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)]

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 4: Free Time; parts a-b	Unit 3 review Prepare and practice Presentation 2 (pair/group) Prepare a short speech on "Free Time"
8	Unit 4: Free Time; parts c-e Discussion 2 - 10% Unit 5: Food; parts a-b	Unit 4 review
9	Unit 5: Food; parts c-e Discussion 3 - 10% Presentation 3 (solo) - 10% Unit 6: Past Lives; parts a-b	Unit 5 review Prepare a short speech on "Food" Prepare and practice Presentation 3 (solo)
10	Presentation 3 (solo) - 10% Unit 6: Past Lives; parts c-e CEFR self-evaluation (Final) / Student surveys	Review / Prepare Presentation 3 (solo)
11	Presentation 3 (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"
12	Course review / Study planning	

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

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

## [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. (This is a new class)

## [Others]

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## [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): Writing &amp; Discussion: Intermediate I

Takao Kasumi

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)]

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.

## [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. (This is a new class)

## [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

## 【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): Writing &amp; Discussion: Intermediate I

Iain Lonsdale

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 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)】

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.

[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. (This is a new class)

[Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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

LANe100LD

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

Iain Lonsdale

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)]

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.

#### [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. (This is a new class)

#### [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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

LANe100LD

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

Simon Wardle

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)]

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.

#### [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. (This is a new class)

#### [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

LANe100LD

## ERP CE1 (Ichigaya): Writing & Discussion: 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 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)]

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.

[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. (This is a new class)

[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

LANe100LD

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

Jason Lee

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)]

The course covers the first 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.

**[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. (This is a new class)

**[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

LANe100LD

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

Jason Lee

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)]**

The course covers the first 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.

**[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. (This is a new class)

**[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

LANe100LD

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

Samuel Harper

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

Day/Period : 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)]**

The course covers the first 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.

**[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. (This is a new class)

**[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

LANe100LD

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

Iain Lonsdale

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)]**

The course covers the first 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.

**[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. (This is a new class)

**[Others]**

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 CE2 (Ichigaya): Oral Presentation & Discussion: Higher-Intermediate I**

Iain Lonsdale

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)]**

The course covers the first 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.

[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. (This is a new class)

[Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 CE2 (Ichigaya): Writing & Discussion: Higher-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 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)]

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.

[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. (This is a new class)

[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

LANe100LD

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

Thomas Rogers

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)]

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.

[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. (This is a new class)

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

Takao Kasumi

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)]

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.

[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. (This is a new class)

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[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 I

Nicolas Toumayan

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)]

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.

[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. (This is a new class)

[Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

[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 & Discussion :Advanced 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 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)]

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.

**[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. (This is a new class)

**[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

LANe100LD

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

Christine Barnes

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)]**

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.

**[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. (This is a new class)

**[Others]**

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

**[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

LANe100LD

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

Samuel Harper

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)]**

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.

#### [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. (This is a new class)

#### [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 英語プレリスメント a 730

LANe100LD

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

Iain Lonsdale

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)]

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.

#### [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. (This is a new class)

#### [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 英語プレイスメント a 730

LANe100LD

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

Simon Wardle

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

Day/Period : 月 1/Mon.1

#### [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)]

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.

[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. (This is a new class)

[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

LANe100LD

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

Rowland Geraghty

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

Day/Period : 水 2/Wed.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)]

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.

[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. (This is a new class)

[Others]

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

[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 & 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 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)]

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.

[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. (This is a new class)

[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 (Tama): Oral Presentation & Discussion: Intermediate I

Takao Kasumi

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)]

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.

[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. (This is a new class)

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

[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): Writing & Discussion: Intermediate I

Nicolas Toumayan

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)]

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
	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	<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 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.

[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. (This is a new class)

[Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

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

Nicolas Toumayan

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)]

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
	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation (Initial)	Prepare a discussion topic based on Chapter 1
	Chapter 1: Describing People	
	Discussion	

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

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

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

## [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. (This is a new class)

## [Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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): Writing &amp; Discussion: Intermediate I

Bridget Kim

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

Day/Period : 水 1/Wed.1

## 【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)】

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
	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.

**[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. (This is a new class)

**[Others]**

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

**[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): Writing & Discussion: Intermediate I**

Takao Kasumi

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)]**

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
	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation (Initial)	Prepare a discussion topic based on Chapter 1
	Chapter 1: Describing People Discussion	

3	Chapter 1: Describing People 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 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.

**[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. (This is a new class)

**[Others]**

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

LANe100LD

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

Rowland Geraghty

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)】

The course covers the first 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.

## 【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. (This is a new class)

## 【Others】

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

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

Simon Wardle

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

Day/Period : 水 2/Wed.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)】

The course covers the first 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	
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.

## 【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. (This is a new class)

## 【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



LANe100LD

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

Takao Kasumi

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

Day/Period : 金 3/Fri.3

## 【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)】

The course covers the first 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	
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.

## 【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. (This is a new class)

## 【Others】

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

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

Rowland Geraghty

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)]

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
	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 1: Academic Paragraphs	
	Discussion	

3	Chapter 1: Academic Paragraphs	Writing Practice Final
	Writing Practice Draft	
	pair review	
4	Chapter 1: Academic Paragraphs	Review Chapter 1
	Writing Practice Final	
	group review	
5	Chapter 2: Narrative Paragraphs	Writing 1 Draft
	Discussion	
6	Chapter 2: Narrative Paragraphs	Writing 1 Final
	Writing 1 Draft pair review	
7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Narrative Paragraphs	
	Discussion 1 - 10%	
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 3: Basic Paragraph Structure	
9	Chapter 3: Basic Paragraph Structure	Writing 2 Final
	Writing 2 Draft pair review	
10	Writing 2 Final DUE - 10%	Review Chapter 3
	Chapter 3: Basic Paragraph Structure	
	Discussion 2 - 10%	
11	Writing 2 Final feedback	Writing 3 Draft
	Chapter 9: Essay Organization	
	Discussion	
12	Chapter 9: Essay Organization	Writing 3 Final
	Writing 3 Draft pair review	
13	Writing 3 Final DUE - 10%	Review Chapter 9
	Chapter 9: Essay Organization	Prepare a short speech on "What I learned in this course"
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student surveys	
14	Writing 3 Final feedback	-
	Course review / Study planning	

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

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

## [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. (This is a new class)

## [Others]

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

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

Simon Wardle

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

Day/Period : 水 3/Wed.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)]

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
	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.

## [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. (This is a new class)

## [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

LANe100LD

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

Bridget Kim

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

Day/Period : 金 1/Fri.1

## [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)]

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
	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.

## [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. (This is a new class)

## [Others]

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

## [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 I

Nicolas Toumayan

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)]

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

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

あり / Yes

[Fieldwork in class]

なし / No

## [Schedule]

No.	Theme	Contents
	Orientation & introductions Course preview Study planning	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.

## [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. (This is a new class)

## [Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## [Prerequisite]

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

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 : 水 3/Wed.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)】

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

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

あり / Yes

【Fieldwork in class】

なし / No

## 【Schedule】

No.	Theme	Contents
	Orientation & introductions Course preview Study planning	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.

## 【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. (This is a new class)

## 【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 英語ブレイクメン  
ト a 730

LANe100LD

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

Thomas Rogers

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

Day/Period : 水 4/Wed.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)】

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
	Orientation & introductions	Write down three SMART learning goals for this course
	Course preview	
	Study planning	
2	CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 1: Paragraph Structure	
	Discussion	

3	Chapter 1: Paragraph Structure	Writing Practice Final
	Writing Practice Draft	
	pair review	
4	Chapter 1: Paragraph Structure	Review Chapter 1
	Writing Practice Final	
	group review	
5	Chapter 2: Unity and Coherence	Writing 1 Draft
	Discussion	
6	Chapter 2: Unity and Coherence	Writing 1 Final
	Writing 1 Draft pair review	
7	Writing 1 Final DUE - 10%	Review Chapter 2
	Chapter 2: Unit and Coherence	
	Discussion 1 - 10%	
8	Writing 1 Final feedback	Writing 2 Draft
	Chapter 3: Using Outside Sources	
	Discussion	
9	Chapter 3: Using Outside Sources	Writing 2 Final
	Writing 2 Draft pair review	
10	Writing 2 Final DUE - 10%	Review Chapter 3
	Chapter 3: Using Outside Sources	
	Discussion 2 - 10%	
11	Writing 2 Final feedback	Writing 3 Draft
	Chapter 4: From Paragraph to Essay	
	Discussion	
12	Chapter 4: From Paragraph to Essay	Writing 3 Final
	Writing 3 Draft pair review	
13	Writing 3 Final DUE - 10%	Review Chapter 4
	Chapter 4: From Paragraph to Essay	Prepare a short speech on "What I learned in this course"
	Discussion 3 - 10%	
	CEFR Self-Evaluation (Final) / Student surveys	
14	Writing 3 Final feedback	-
	Course review / Study planning	

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

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

## 【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. (This is a new class)

## 【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 英語ブレイスマン ト a 730

LANe100LD

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

Thomas Rogers

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)】

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
	Orientation & introductions	Write down three SMART learning goals for this course
2	Course preview Study planning CEFR Self-Evaluation (Initial)	Writing Practice Draft
	Chapter 1: Paragraph Structure Discussion	

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.

## 【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. (This is a new class)

## 【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 英語ブレイスマン ト a 730



LANe100LD

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

Christine Barnes

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]**

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)]**

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.

**[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. (This is a new class)

**[Others]**

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

**[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): Oral Presentation &amp; Discussion: Intermediate I

Nicolas Toumayan

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

Day/Period : 水 2/Wed.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)]

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

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

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

## [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. (This is a new class)

## [Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## [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 &amp; Discussion: Intermediate I

Iain Lonsdale

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

Day/Period : 水 3/Wed.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)]

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.

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 α 640-689

LANe100LD

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

Simon Wardle

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)]

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.

## [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. (This is a new class)

## [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

LANe100LD

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

Nicolas Toumayan

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 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)】

The course covers the first 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	
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.

## 【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. (This is a new class)

## 【Others】

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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): Oral Presentation &amp; Discussion: Higher-Intermediate I

Nicolas Toumayan

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

Day/Period : 水 1/Wed.1

## 【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)】

The course covers the first 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.

## 【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. (This is a new class)

## 【Others】

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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 I

Iain Lonsdale

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

Day/Period : 水 4/Wed.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)]

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%	Review Chapter 9 Prepare a short speech on "What I learned in this course"
14	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.

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Iain has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Iain 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 CE2 (Koganei): Writing &amp; Discussion: Higher-Intermediate I

Simon Wardle

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)]

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.

## [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. (This is a new class)

## [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



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

Christine Barnes

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)】

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.

## 【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. (This is a new class)

## 【Others】

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## 【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): Writing & Discussion:  
Advanced I

Christine Barnes

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)】

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.

【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. (This is a new class)

【Others】

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

【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 α 730

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

Thomas Rogers

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.

## [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. (This is a new class)

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

Iain Lonsdale

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 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.

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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

LANe100LD

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

Christine Barnes

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 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.

## [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. (This is a new class)

## [Others]

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## [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): Writing &amp; Discussion: Intermediate II

Iain Lonsdale

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
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.

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Iain has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Iain 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

LANe100LD

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

Iain Lonsdale

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 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.

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Iain has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Iain 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

LANe100LD

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

Thomas Rogers

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% 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.

## 【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. (This is a new class)

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



LANe100LD

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

Rowland Geraghty

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 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) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	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.

## 【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. (This is a new class)

## 【Others】

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

## 【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): Oral Presentation &amp; Discussion: Higher-Intermediate II

Iain Lonsdale

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) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	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.

## 【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. (This is a new class)

## 【Others】

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 CE2 (Ichigaya): Writing &amp; Discussion: Higher-Intermediate II

Samuel Harper

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 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.

## [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. (This is a new class)

## [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 α 690-729

LANe100LD

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

Takao Kasumi

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

## [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.

## [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. (This is a new class)

## [Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

## 【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 &amp; Discussion: Higher-Intermediate II

Simon Wardle

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.

#### [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. (This is a new class)

#### [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

LANe100LD

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

Thomas Rogers

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%	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.

[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. (This is a new class)

[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 英語ブレイスメント a 730

LANe100LD

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

Christine Barnes

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 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.

[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. (This is a new class)

[Others]

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

[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

LANe100LD

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

Samuel Harper

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

#### [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. (This is a new class)

#### [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

LANe100LD

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

Iain Lonsdale

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.

#### [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. (This is a new class)

#### [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 英語プレイスメント a 730

LANe100LD

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

Simon Wardle

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

**[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. (This is a new class)

**[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

LANe100LD

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

Takao Kasumi

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.

**[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. (This is a new class)

**[Others]**

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

**[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): Writing & Discussion: Intermediate II**

Nicolas Toumayan

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.

[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. (This is a new class)

[Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

[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): Writing & Discussion: Intermediate II

Takao Kasumi

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 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.

[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. (This is a new class)

[Others]

Takao Kasumi is a U.S. licensed attorney who has been teaching English business communication skills for over 14 years. He was raised and educated in the United States and has a background in finance as well as law, where he has also worked as a paralegal and counsel in Washington D.C., New Jersey and Honolulu. He is certified to teach English to Japanese students and has over 12 years of experience teaching both TOEFL and TOEIC examination courses. In addition, as well as designing teaching materials for specific courses, Takao has extensively taught presentation, meeting, negotiation and writing classes in both academic and corporate settings. Takao's work experience as well as extensive teaching experience, allows him to create meaningful lessons for learners to improve their communication skills by talking about real-world situations in life or the business world.

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

Rowland Geraghty

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) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	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.

[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. (This is a new class)

[Others]

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

[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 (Tama): Oral Presentation & Discussion: Higher-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 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.

[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. (This is a new class)

[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

LANe100LD

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

Nicolas Toumayan

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 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.

[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. (This is a new class)

[Others]

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

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

Simon Wardle

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

## [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. (This is a new class)

## [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

LANe100LD

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

Rowland Geraghty

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	
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.

## 【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. (This is a new class)

## 【Others】

Rowland Geraghty is from Ireland but has been working in Japan for the last 13 years. He graduated in Applied Ecology. After finishing university, he gained experience working for Financial Institutions. Following that, he became an entrepreneur by opening his own successful Business English school in Japan. Using his knowledge and experience of the business world, he has taught Economics and Finance courses to large groups of students as well as specializing in Presentations, Negotiations and Meetings classes, as well as general Business Communication courses. By combining Rowland's work and extensive teaching experience, he ensures learners develop their critical thinking skills as well as deepening their practical English communication skills.

## 【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

LANe100LD

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

Simon Wardle

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

[Work to be done outside of class (preparation, etc.)]  
Throughout the course, students will be expected to do homework.

## [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. (This is a new class)

## [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 英語プレイスマン  $\alpha$  730

LANe100LD

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

Christine Barnes

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 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.

## [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. (This is a new class)

## [Others]

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## [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): Oral Presentation &amp; Discussion: Intermediate II

Nicolas Toumayan

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

## 【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. (This is a new class)

## 【Others】

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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 &amp; Discussion: Intermediate II

Iain Lonsdale

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

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Iain has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Iain 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 CE1 (Koganei): Writing &amp; Discussion: Intermediate II

Simon Wardle

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 analyze and practice 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.

## [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. (This is a new class)

## [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 CE2 (Koganei): Oral Presentation &amp; Discussion: Higher-Intermediate II

Nicolas Toumayan

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 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) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	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.

## 【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. (This is a new class)

## 【Others】

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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): Oral Presentation &amp; Discussion: Higher-Intermediate II

Nicolas Toumayan

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

## 【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) Unit 7: Work; parts a-b	Prepare a short speech on "Work"
3	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.

## 【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. (This is a new class)

## 【Others】

Nicolas Toumayan majored in Japanese Language with a minor in East Asian Studies. As part of his Major, he spent one year at a University in Nagoya studying translation and receiving intensive Language Training. As a result of this, Nicolas has worked as a freelance translator and an English Instructor since 2007. His translation portfolio includes PR material, academic literature, tax and immigration documents, advertising and business communication. He has experience teaching a wide variety of students ranging from University students to Company Executives. Having learnt Japanese at university allowed Nicolas to understand the challenges faced by Japanese learners of English, and by applying his extensive teaching experience he is able to provide appropriate activities to improve, engage and develop students' practical communication skills.

## 【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

Iain Lonsdale

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

## [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. (This is a new class)

## [Others]

Iain Lonsdale is from London, England, and has an LLB (Hons) in Law. In addition, he is also a qualified ALC Press Standard Speaking Test Rater. He has 18 years' teaching experience in Tokyo in both academic and corporate environments. Ian has taught a variety of courses as a University Instructor including, Presentation, Academic Writing, TOEFL, Business English and Discussion classes. As a Corporate Consultant, he has delivered quality lessons in Meetings, Negotiations, Email Writing and Teleconferencing to company employees, high-level management and Chief Executives. By applying his analytical skills developed during studying Law and his extensive experience as an Instructor, Ian 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 α 690-729

LANe100LD

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

Simon Wardle

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.

## [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. (This is a new class)

## [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

LANe100LD

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

Christine Barnes

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.

## 【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. (This is a new class)

## 【Others】

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## 【Prerequisite】

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

LANe100LD

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

Christine Barnes

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
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.

## [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. (This is a new class)

## [Others]

Christine Barnes is from Canada and has a BA in English studies and a Diploma in TESL/TEFL. Her experience in teaching includes working as a professor at a Civil Aviation College in China, being a guest English instructor at a Japanese University and working as a Corporate Consultant in both Japan and Canada. Christine has 13 years' experience teaching TOEIC, EIKEN, TOEFL, and IELTS examination courses. She has also delivered engaging classes on Presentations, Meetings, Negotiations, Media English and Academic Writing. Christine's deep understanding of English gained from her major twinned with her experience teaching a variety of different skills in the classroom, enable her to motivate and encourage her students to effectively develop their English skills.

## [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 α 730

