

2021年度
Global Business Program (GBP)
講義概要 (シラバス)



法政大学

科目一覽

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専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5501] Introduction to Organizational Management [Azusa Ebisuya] 春学期授業/Spring	1
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5504] Introduction to Finance [Naoki KISHIMOTO] 秋学期授業/Fall	2
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5507] Introduction to Japanese Economy [Hideaki HIRATA] 春学期授業/Spring	3
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5510] Introduction to University Study [Kaori KIKUCHI] 秋学期授業/Fall	4
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5511] Organizational Management I [Susumu NAGAYAMA] 秋学期授業/Fall	5
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5514] Organizational Behavior II [Makiko NISHIKAWA] 春学期授業/Spring	6
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5517] Strategic Management [Azusa Ebisuya] 秋学期授業/Fall	7
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5520] Global Business Strategy I [Dennis TACHIKI] 秋学期授業/Fall	9
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5521] Global Business Strategy II [Naoki Ando] 春学期授業/Spring	10
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5524] Intermediate Accounting II [Mioko TAKAHASHI] 春学期授業/Spring	11
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5527] Corporate Finance [Yongjin KIM] 春学期授業/Spring	12
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5530] Principles of Marketing [Junko KIMURA] 秋学期授業/Fall	13
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5531] Service Management [Junko KIMURA] 春学期授業/Spring	14
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5534] Operations Management II [Dennis TACHIKI] 春学期授業/Spring	15
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5537] Japanese Innovation Management [Noriko TAJI] 秋学期授業/Fall	16
専門教育科目 / Subjects of Business Administration_特殊講義 / Special Topics in Management [A5540] Special Topics in Management B [Dennis TACHIKI] 春学期授業/Spring	17
専門教育科目 / Subjects of Business Administration_特殊講義 / Special Topics in Management [A5541] Special Topics in Management C [TAM Yeuk Mui] 秋学期授業/Fall	18
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5544] Special Topics in Global Business A [Azusa Ebisuya] 秋学期授業/Fall	19
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5547] Internship [Keiko OKAMOTO] 春学期授業/Spring	20
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5551] Seminar [Azusa Ebisuya] 秋学期授業/Fall	21
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5552] Seminar [Keiko OKAMOTO] 春学期授業/Spring	23
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5555] Seminar [Dennis TACHIKI] 秋学期授業/Fall	24
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5502] Introduction to Strategic Management [Naoki ANDO] 秋学期授業/Fall	25
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5503] Introduction to Accounting [Kenji KAWASHIMA] 秋学期授業/Fall	26
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5505] Introduction to Marketing [Shohei HASEGAWA] 春学期授業/Spring	27
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5512] Organizational Management II [Susumu NAGAYAMA] 春学期授業/Spring	28

専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5506] Introduction to Operations Management [Dennis TACHIKI] 春学期授業/Spring	29
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5513] Organizational Behavior I [Makiko NISHIKAWA] 秋学期授業/Fall	31
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5508] Introduction to Statistics [Makoto TAKAHASHI] 春学期授業/Spring	32
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5515] Human Resource Management I [Yoshio OKUNISHI] 秋学期授業/Fall	33
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5522] Business Management in Japan [Yongdo KIM] 春学期授業/Spring	34
専門教育科目 / Subjects of Business Administration_専門基礎科目 / Introductory Subjects of Business Administration [A5509] Introduction to Informatics [Yasushi KODAMA] 秋学期授業/Fall	35
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5516] Human Resource Management II [Yoshio OKUNISHI] 春学期授業/Spring	36
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5523] Intermediate Accounting I [Mioko TAKAHASHI] 秋学期授業/Fall	37
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5518] International Business I [SUH Youngkyo] 秋学期授業/Fall	38
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5525] Management Accounting [Hirotsugu KITADA] 春学期授業/Spring	39
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5532] Distribution in Japan [Nobukazu AZUMA] 秋学期授業/Fall	40
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5519] International Business II [Haruo HORAGUCHI] 春学期授業/Spring	41
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5526] Financial Statement Analysis [Hiroshi FUKUDA] 春学期授業/Spring	42
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5533] Operations Management I [Dennis TACHIKI] 秋学期授業/Fall	43
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5528] Investments A [Naoki KISHIMOTO] 秋学期授業/Fall	44
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5535] Principles of Macroeconomics [Mizoguchi Tetsuro] 春学期授業/Spring	45
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5542] Workshop I [Keiko OKAMOTO] 秋学期授業/Fall	47
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5529] Investments B [Yongjin KIM] 春学期授業/Spring	48
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5536] Principles of Microeconomics [Rika TAKAHASHI] 秋学期授業/Fall	49
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5543] Workshop II [Azusa Ebisuya] 春学期授業/Spring	50
専門教育科目 / Subjects of Business Administration_専門科目 / Intermediate/Advanced Subjects of Business Administration [A5538] Entrepreneurship [Noriko TAJI] 春学期授業/Spring	51
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5545] Special Topics in Global Business B [Azusa EBISUYA] 秋学期授業/Fall	52
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5553] Seminar [Yasuto DOBASHI] 秋学期授業/Fall	53
専門教育科目 / Subjects of Business Administration_特殊講義 / Special Topics in Management [A5539] Special Topics in Management A [Keiko OKAMOTO] 春学期授業/Spring	54
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5546] Special Topics in Global Business C [Dennis TACHIKI] 秋学期授業/Fall	55
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5554] Seminar [Dennis TACHIKI] 春学期授業/Spring	56
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5548] Internship [Azusa Ebisuya] 秋学期授業/Fall	57
専門教育科目 / Subjects of Business Administration_GBP 科目 / Global Business Subjects [A5550] Seminar [Azusa Ebisuya] 春学期授業/Spring	58

基礎科目 / Liberal Arts Courses_アカデミックスキル / Academic Skills_基盤科目 / Lower Division Foundation Courses 【E1802】 Academic Literacy A [Thomas G. Power] 秋学期授業/Fall	59
基礎科目 / Liberal Arts Courses_アカデミックスキル / Academic Skills_基盤科目 / Lower Division Foundation Courses 【E1805】 College Writing B [Thomas G. Power] 春学期授業/Spring	60
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E1808】 Intercultural Communication C [Noriko Ishihara] 秋学期授業/Fall	61
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E3603】 Intercultural Communication F [STEVE CORBEIL] 春学期授業/Spring	63
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9001】 Elementary Foreign Languages D [Sonoko Yamamoto] 春学期授業/Spring	65
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9004】 Elementary Foreign Languages A [Ayaka Kawachi] 秋学期授業/Fall	67
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9007】 Elementary Foreign Languages E [Sonoko Yamamoto] 春学期授業/Spring	69
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9010】 Elementary Foreign Languages B [Hiroyuki KANEKO] 秋学期授業/Fall	71
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9013】 Elementary Foreign Languages F [Ayaka Kawachi] 春学期授業/Spring	73
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9016】 Elementary Foreign Languages C [Sonoko YAMAMOTO] 秋学期授業/Fall	75
基礎科目 / Liberal Arts Courses_自然科学分野 / Natural Sciences_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【F9102】 Natural Science A [Shinsuke UNO] 秋学期授業/Fall	77
基礎科目 / Liberal Arts Courses_情報学分野 / Information Technology_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P0163】 Information Technology [Yukou MATSUDA] 春学期授業/Spring	79
基礎科目 / Liberal Arts Courses_人文科学分野 / Humanities_基盤科目 / Lower Division Foundation Courses 【P1302】 Elementary Humanities A [URBANOVA Jana] 秋学期授業/Fall	80
基礎科目 / Liberal Arts Courses_人文科学分野 / Humanities_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P1305】 Humanities B [Richard.J.Burrows] 春学期授業/Spring	82
基礎科目 / Liberal Arts Courses_人文科学分野 / Humanities_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P2304】 Social Science A [SCHIFANO ADRIEN] 秋学期授業/Fall	83
基礎科目 / Liberal Arts Courses_自然科学分野 / Natural Sciences_基盤科目 / Lower Division Foundation Courses 【P3603】 Elementary Mathematics B [Takeyoshi KOGISO] 春学期授業/Spring	84
基礎科目 / Liberal Arts Courses_アカデミックスキル / Academic Skills_基盤科目 / Lower Division Foundation Courses 【E1803】 Academic Literacy B [Thomas G. Power] 春学期授業/Spring	85
基礎科目 / Liberal Arts Courses_アカデミックスキル / Academic Skills_基盤科目 / Lower Division Foundation Courses 【E1804】 College Writing A [Thomas G. Power] 秋学期授業/Fall	87
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E1806】 Intercultural Communication B [Noriko Ishihara] 秋学期授業/Fall	88
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E1807】 Intercultural Communication A [Fujimoto Hiroshi] 秋学期授業/Fall	90
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E1809】 Intercultural Communication D [Noriko ISHIHARA] 春学期授業/Spring	92
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E3602】 Intercultural Communication E [Corinne VALLIENNE] 秋学期授業/Fall	93
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E8062】 Intercultural Communication G [Taro OGATA] 秋学期授業/Fall	94
基礎科目 / Liberal Arts Courses_言語教育分野 / Language Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【E8063】 Intercultural Communication H [Sonoko Yamamoto] 春学期授業/Spring	95
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9002】 Elementary Foreign Languages A [Sonoko YAMAMOTO] 秋学期授業/Fall	96
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9003】 Elementary Foreign Languages D [Ayaka Kawachi] 春学期授業/Spring	98
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9005】 Elementary Foreign Languages D [Akiko Kometani] 春学期授業/Spring	100
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9006】 Elementary Foreign Languages A [Akiko Kometani] 秋学期授業/Fall	102

基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9008】 Elementary Foreign Languages B [Sonoko YAMAMOTO] 秋学期授業/Fall	104
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9009】 Elementary Foreign Languages E [Hiroyuki KANEKO] 春学期授業/Spring	106
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9011】 Elementary Foreign Languages E [Ayaka Kawachi] 春学期授業/Spring	108
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9012】 Elementary Foreign Languages B [Ayaka Kawachi] 秋学期授業/Fall	110
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9014】 Elementary Foreign Languages C [Ayaka Kawachi] 秋学期授業/Fall	112
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9015】 Elementary Foreign Languages F [Sonoko Yamamoto] 春学期授業/Spring	114
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9017】 Elementary Foreign Languages F [Michiaki Murata] 春学期授業/Spring	116
基礎科目 / Liberal Arts Courses_外国語科目 / Japanese 【F9018】 Elementary Foreign Languages C [Michiaki Murata] 秋学期授業/Fall	118
基礎科目 / Liberal Arts Courses_保健体育分野 / Health and Physical Education_基盤科目 / Lower Division Foundation Courses 【F9104】 Elementary Health and Physical Education [Shigeharu Akimoto] 秋学期授業/Fall	120
基礎科目 / Liberal Arts Courses_情報学分野 / Information Technology_選択基盤科目 / Electives 【P0162】 Elementary Information Technology [Yukou MATSUDA] 秋学期授業/Fall	122
基礎科目 / Liberal Arts Courses_キャリア分野 / Career Development Skills_選択基盤科目 / Electives 【P0632】 Elementary Career Development [Yukiko NAKAGAWA] 秋学期授業/Fall	123
基礎科目 / Liberal Arts Courses_キャリア分野 / Career Development Skills_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P0633】 Career Development Skills [Yukiko NAKAGAWA] 春学期授業/Spring	125
基礎科目 / Liberal Arts Courses_人文科学分野 / Humanities_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P1303】 Humanities A [URBANOVA Jana] 春学期授業/Spring	126
基礎科目 / Liberal Arts Courses_人文科学分野 / Humanities_基盤科目 / Lower Division Foundation Courses 【P1304】 Elementary Humanities B [Richard.J.Burrows] 秋学期授業/Fall	127
基礎科目 / Liberal Arts Courses_社会科学分野 / Social Sciences_基盤科目 / Lower Division Foundation Courses 【P2301】 Elementary Social Science A [SCHIFANO ADRIEN] 春学期授業/Spring	128
基礎科目 / Liberal Arts Courses_社会科学分野 / Social Sciences_基盤科目 / Lower Division Foundation Courses 【P2302】 Elementary Social Science B [SCHIFANO ADRIEN] 秋学期授業/Fall	129
基礎科目 / Liberal Arts Courses_社会科学分野 / Social Sciences_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P2305】 Social Science B [SCHIFANO ADRIEN] 春学期授業/Spring	131
基礎科目 / Liberal Arts Courses_自然科学分野 / Natural Sciences_基盤科目 / Lower Division Foundation Courses 【P3602】 Elementary Mathematics A [Takeyoshi KOGISO] 秋学期授業/Fall	132
基礎科目 / Liberal Arts Courses_自然科学分野 / Natural Sciences_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P3605】 Natural Science B [Naomi NISHIMURA] 春学期授業/Spring	133
基礎科目 / Liberal Arts Courses_保健体育分野 / Health and Physical Education_リベラルアーツ科目 / Upper Division Liberal Arts Courses 【P5801】 Health and Physical Education [Shigeharu AKIMOTO] 春学期授業/Spring	134

MAN100FB-A5501

Introduction to Organizational Management

Azusa Ebisuya

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course is designed to help undergraduate students in Global Business Program (GBP) understand basic concepts and ideas of organizational management in the world of business. This course teaches the importance of management and its vital roles, organization structures, and effective management of organizations.

【Goal】

The series of lectures in this course will help the students to obtain knowledge of general terms and concepts of organizational management study, and instill further interest and desire to deepen their understanding in this field.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP4" policy.

【Method(s)】

This course will be delivered mostly through lectures so that the students can obtain basic knowledge of the subject. However, students will have opportunities to actively participate in the class by providing their critical thoughts and suggestions during discussions. The students will have two written tests (7th and 14th weeks) which will examine their understanding of this course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	The roles of organizational management	<ul style="list-style-type: none"> Interpersonal roles Informational roles Decisional roles
Week 2	The planning function	<ul style="list-style-type: none"> Defining the mission, vision and values Assessing strengths, weaknesses, opportunities and threats Developing forecasts and analyzing competition Developing action plan
Week 3	The organizing function	<ul style="list-style-type: none"> Top managers Middle managers First-line managers
Week 4	The leading function	<ul style="list-style-type: none"> Developing an effective leadership style Coaching and mentoring Managing change Building a positive organizational culture
Week 5	The controlling function	<ul style="list-style-type: none"> The control cycle Crisis management Maintaining control in extraordinary circumstances
Week 6	Essential management skills	<ul style="list-style-type: none"> Interpersonal skills Technical skills Conceptual skills Decision-making skills
Week 7	Mid-course review and Test (1)	<ul style="list-style-type: none"> Review the semester so far Explaining key managerial concepts
Week 8	Designing an effective organization structure	<ul style="list-style-type: none"> Identifying core competences Identifying job responsibilities Defining the chain of command
Week 9	Organizing the workforce	<ul style="list-style-type: none"> Functional structures Divisional structures Matrix structures Network structures
Week 10	Organizing in teams	<ul style="list-style-type: none"> Problem-solving teams Self-managed teams (Cross-)functional teams Virtual teams

Week 11 Ensuring team productivity

- Advantages of working in teams
- Disadvantages of working in teams
- Characteristics of effective teams

Week 12 Fostering teamwork

- Team development
- Causes of team conflict
- Solutions to team conflict

Week 13 Managing an unstructured organization

- Potential benefits of unstructured organizations
- Potential challenges of unstructured organizations

Week 14 Course review and Test (2)

- Review the entire semester
- Explaining key managerial concepts

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

The students are expected to read the uploaded materials for each class beforehand and prepare for discussions during the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through the web-system.

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in discussions: 28%

Assignment during a class: 12%

Test (1): 30%

Test (2): 30%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts.

【Others】

Please note that if the number of students attending the first class significantly exceeds expectation, the number of students who are allowed to register for the course will be limited in order to effectively manage the class.

【Prerequisites】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

ECN100FB-A5504

Introduction to Finance

Naoki KISHIMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷/Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Students are given an introduction to interest rate computation and investment analysis of stocks and bonds.

【Goal】

- (1) Students can compute present values and future values.
- (2) Students can use basic terms of bonds and bond investments.
- (3) Students can compute bond prices based on yields to maturity. Conversely, students can compute yields to maturity based on bond prices.
- (4) Students understand major sources of risk in bond investments.
- (5) Students can use basic terms of stocks and stock investments.
- (6) Students can compute fair values of stocks using the dividend discount model.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2" and "DP4" diploma policies and fairly related to the "DP1-3" policy.

【Method(s)】

This class consists of a series of lectures. Yet, the instructor intends to make this course as interactive as possible by asking students questions and giving students time to apply formula to exercise problems in class. Also, note that lectures are given in English. Yet, I will proceed with lectures very slowly, so that well-motivated Japanese students can understand them.

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

なし/No

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Overview of this course, corporations and stock market	I will give an overview of this course. In addition, I will explain basic organizational structures of corporations.
2	Interest rates, future values, and present values	I will explain how to compute future values and present values.
3	Interest rates, future values, and present values	I will explain the annuity computation as well as the perpetuity computation.
4	Interest rates, future values, and present values	I will explain how to compute growing perpetuities, and how to solve loan payments and the internal rate of return.
5	Interest rates	I will explain interest rate quotes and discount rates.
6	Interest rates	I will discuss discount rates and loans.
7	Interest rates	I will discuss discount rates and loans as well as determinants of interest rates.
8	Bonds	I will explain basic terms of bonds and bond investment.
9	Yield to maturity	I will explain how to compute the yield to maturity.
10	Basic terms for stock investments	I will explain basic terms of stocks and stock investments.
11	Stock valuation	I will explain basic valuation methods for stocks. Specifically, I will explain dividend discount model.
12	Financial statements.	I will discuss balance sheets and income statements.
13	Financial statement analysis	I will discuss a number of financial ratios.
14	Final examination	I will give a final examination in class.

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

Students must complete reading assignments before class. In addition, students are given exercise problems to solve at home, which will prepare them for the in-class quizzes. Preparatory study and review time for this class are 4 hours all together.

【Textbooks】

Jonathan Berk, Peter DeMarzo, and Jarrad Harford, Fundamentals of Corporate Finance, latest edition (Global Edition), Pearson Education.

【References】

Richard Brealey and Stewart Myers, Principals of Corporate Finance, McGraw Hill (any recent edition).

Richard Brealey, Stewart Myers and Alan Marcus, Fundamentals of Corporate Finance, McGraw Hill (any recent edition).

Stephen Ross, Randolph Westerfield and Jeffrey Jaffee, Corporate Finance, McGraw Hill (any recent edition).

Stephen Ross, Randolph Westerfield and Bradford Jordan, Fundamentals of Corporate Finance, McGraw Hill (any recent edition).

Stephen Ross, Randolph Westerfield and Bradford Jordan, Essentials of Corporate Finance, McGraw Hill (any recent edition).

Thomas Copeland, Fred Weston, and Kuldeep Shastri, Financial Theory and Corporate Policy, Addison Wesley (any recent edition).

【Grading criteria】

70% on quizzes and 30% on class participation.

【Changes following student comments】

I will cover less topics this year than last year to give more time to each topic to be covered.

【Others】

To gain better understanding of finance courses, including this course, you are strongly encouraged to take Introduction to Accounting and Introduction to Statistics in your first year at Global Business Program. In addition, this course uses basic mathematics, which will be explained in class very carefully. So, well-motivated students who are not well prepared in mathematics can understand the contents of this class well. Please note that if the number of students showing up in the first class significantly exceeds the expectation of the instructor, the instructor will limit the number of students who are allowed to enroll in this course in order for the instructor to effectively teach this class.

【Prerequisites】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

ECN100FB-A5507

Introduction to Japanese Economy

Hideaki HIRATA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course provides an introduction to (1) the Japan's macroeconomic characteristics, (2) the Japan's current economic issues, and (3) the basic economic principles and methods.

After learning a brief history of the Japanese economy and the basic analytical tools of economics, we focus on Japan's labor markets, financial markets, corporate finance and capital investments, international transactions, and economic policies from the 1980s onward. Comparison with the other economies is frequently done.

By the end of the semester, you are expected to be able to utilize the theoretical and empirical tools practiced in this class to generate practical policy recommendations for Japan's major economic problems.

【Goal】

This course is designed to provide students with opportunities to gain a basic understanding of the Japanese economy. The particular goals can be summarized as follows:

1. To learn the history of the Japanese economy after WWII
2. To learn the basic features of Japanese households, firms, and the government and to apply conventional economic theory to understand their behaviors
3. To strengthen analytical skills by discussing the strengths and limitations of Japan's corporate system, labor markets, economic policy, and so forth

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

This course is strongly related to the "DP1-3", "DP2-1", "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1", "DP1-2", "DP1-4" and "DP5" policies.

【Method(s)】

This course mainly comprises lectures, slideshows, in-class activities, and discussions. All class materials are distributed through the LMS. Note that the order of the lectures might be changed from the below suggested schedule but what we will cover would not change very much.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Syllabus guidelines; an overview of the Japanese economy's postwar macroeconomic performance.
2	Japan in the World 1	The Japanese economy's postwar macroeconomic performance; basic economic statistics, such as GDP and its components.
3	Japan in the World 2	The Japanese economy's postwar macroeconomic performance; the nation's interactions with the rest of the world.
4	Economic Growth	What are the determinants of economic growth?
5	Labor and Firms 1	Characteristics of Japanese labor markets and firms; Understanding Japanese labor market.
6	Labor and Firms 2	Characteristics of Japanese labor markets and firms; Understanding the relationship between labor and firms
7	Money	The role of money circulating in the economy.
8	Monetary Policy	The basics of monetary policy and its problems.
9	Interest Rates	The role of interest rates in the economy.
10	Capital Formation	Interest rates' role in explaining corporate capital investments and their accumulation, i.e., capital.
11	Growth Accounting and Potential Growth	The potential power of the Japanese economy explained in terms of labor, capital, and total factor productivity
12	Government 1	The role of government in economic policy; long-term economic policy.

13	Government 2	The role of government in economic policy; short-term economic policy.
14	International Trade and Finance	Japan's exports and imports; the role of cross-border financial transactions with the rest of the world.

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

Students are expected to read the assigned materials and contribute to class discussions. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Greg Mankiw (2020) Principles of Economics, Cengage.

Ito and Hoshi (2020) The Japanese Economy, MIT Press.

You SHOULD NOT buy these textbooks before the first class meeting since a special instruction will be provided for the students of this class.

【References】

1. Papers and newspaper articles will be assigned throughout the semester.

2. Annual Report on the Japanese Economy and Public Finance.

3. David Flath (2014), The Japanese Economy (3rd Edition), Oxford University Press. ISBN: 9780198702405.

【Grading criteria】

Final exam: 100%. (1) Solving and submitting non-mandatory problem sets and (2) class participation will give you extra points.

Last year, the fail rate was 5%.

【Changes following student comments】

I tried to design this course to motivate students to be interested in learning economic ideas and to understand why those ideas are powerful.

【Others】

This course has no prerequisites. I strongly encourage students to take Principles of Macroeconomics, Principles of Microeconomics, Business Management in Japan, Japanese Innovation Management, Human Resource Management I / II, and Corporate Finance AFTER taking this course.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

EDU100FB-A5510

Introduction to University Study

Kaori KIKUCHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 5/Fri.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed to help you improve the academic/study skills you are expected to use whilst at university. Course topics include writing skills, critical reading, logical/analytical thinking, book review and literature review.

[Goal]

Throughout this course, you will acquire academic strategies and attitudes that will enhance your ability to function effectively in a university environment.

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

This course is strongly related to the "DP2-1", "DP2-2" and "DP5" diploma policies and fairly related to the "DP4" policy.

[Method(s)]

A range of teaching methods will be used including mini-lectures (slideshows), group discussions, and individual exercises. Each lesson will include group and individual exercises to practice the skills discussed. Seminars (slide-shows), practical sessions and assignments will focus on acquainting students with the core academic skills needed to be successful at university.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Syllabus guidelines, self-introduction and goal setting
2	Library Research	How to use the library
3	Reading Strategies	How to read effectively and critically
4	Book Review	How to make a book review
5	Preparation for a Book Review Presentation	How to give a book review presentation
6	Group Presentation 1: Book Review	Book review presentation
7	Plagiarism	How to avoid a plagiarism
8	Writing a Book/Article Review	How to write a book/article review, following academic writing style learned at "Academic Literacy" and "College Writing" courses.
9	Literature Review 1	How to make a literature review
10	Literature Review 2	How to make an outline of literature review
11	Preparation for a Literature Review Presentation	How to give a literature review presentation
12	Group Presentation 2	Literature review presentation
13	Writing a Literature Review	How to write a literature review, following academic writing style learned at "Academic Literacy" and "College Writing" courses.
14	Review and Self-Reflection	Reviewing what you have learned in this course and reflecting on your academic performance

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

Students are expected to read and write the assigned materials. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Handouts

[References]

To be advised during the course

[Grading criteria]

Class participation/contribution: 20%

Writings: 50%

Presentations: 30%

[Changes following student comments]

I tried to design classroom environments in which every student is welcome to fully participate in learning.

[Others]

You are expected to participate in this class actively. Good manners and collaborative learning are important in this class.

[Prerequisite]

None

[Career background of the lecturer]

None

MAN300FB-A5511

Organizational Management I

Susumu NAGAYAMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course offers basic theories and practices of organizational management. Forming an organization allows us to pursue higher, more difficult objects, which individuals cannot achieve in their own hands. On the other hand, an organization that is comprised of various types of members might confront problems, such as conflicts among members or handling decisions that no one wants to implement. These problems sometimes cause severe consequences to the organization. What kinds of management do we need to solve these problems, and activate organizations to be more effective and efficient? When it comes to managing the organization, we need to examine both micro-organizational mechanisms (i.e., individual and group mechanisms within the organization) and macro organizational mechanisms (i.e., the whole organization, external environment and dynamic process of the organization). We will study important topics on how to lead and design organization in the autumn term. Then, we study topics on how to manage the planning, organizational change and the external environment in the next spring term.

【Goal】

(1) In your own words, you can explain the basic theories on organizational management to those who have not studied the organizational theories.

(2) You can theoretically analyze the problems and practices of organizations, which are shown in the articles that you read on a daily basis.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4", "DP5" diploma policies and fairly related to the "DP3" policies.

【Method(s)】

- Each class proceeds in the following order: learning topics, discussing cases (or engaging in short exercises), giving feedback, summarizing.
- To activate our discussions, making good points or asking questions during class is appreciated (and counts toward your grade).

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Learning for Organizational Management (1)	Fundamentals of management
2	Learning for Organizational Management (2)	Dimensions of manager's skills
3	Learning for Organizational Management (3)	Historical background of organizational management
4	Leading (1): Leadership	Leadership styles, Situated leadership
5	Leading (2): Motivation	Content theories, Process theories
6	Leading (3): Team	Team building: Input-Process-Output model
7	Leading (4): Team dynamics	Group think, Escalation of commitment
8	Case discussion	Case discussion
9	Organizing (1)	Division of labor
10	Organizing (2)	Organizational design elements
11	Organizing (3)	Organizational culture as an integration tool
12	Organizing (4)	Social network theory
13	Organizing (5)	Theory of Social networks
14	Examination	Examination

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

This class requires 2 hours for preparation and 2 hours for review, respectively.

【Textbooks】

None

【References】

- Daft, R., Murphy, J., & Willmott, H. (2014). Organization Theory and Design: An International Perspective (2nd ed.), Cengage Learning.

- Hitt, M., Black, J.S., and Pater, L. (2013). Management (3rd international ed.), Pearson.
- Robbins, S., De Cenzo, D., and Coulter, M. (2017). Fundamentals of Management (Global 10th ed.), Pearson.
- Robbins, S. and Coulter, M. (2016). Management (Global 13th ed.), Pearson.

【Grading criteria】

(1) Class contribution: 20%

(2) Case discussion: 30%

(3) Examination: 50% (I will conduct an online examination if the situation of COVID-19 is serious.)

【Changes following student comments】

Interaction among students is unlikely to happen during the zoom session. Therefore, I will assign one student per session to be in charge of responding to other students' talk.

【Equipment student needs to prepare】

PC

High-speed internet

【Others】

We embrace interactions — when discussing cases, engaging in exercises, and learning from the instructor.

Relevant courses: Introduction to Organizational Management, Introduction to Strategic Management, Strategic Management, Human Resource Management, and Japanese Innovation Management.

【Prerequisite】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5514

Organizational Behavior II

Makiko NISHIKAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The way we work has been changing dramatically (for example, the pandemic of Covid-19 has changed where, when, and how we work) but it is difficult to know where these changes lead us to. Through reading a textbook and discussing the contents together, we will try to understand what work means to us, and discuss how it could vary across culture, gender, and generations.

【Goal】

Firstly, students will understand the meaning of work that varies across time and space, and how this affects our work attitudes and behavior. Secondly, they will acquire the skills to present and exchange their thought and understanding about work in group and in the class.

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

This course is strongly related to "Sociology", "Social Psychology" and the "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-1" and "DP3" policies.

【Method(s)】

This course encourages students' active involvement. Textbook is used as a tool to understand and discuss the meaning of work. Each week, students will present what they read and understand in a chapter of the textbook, and share and discuss the main points in the chapter. They will also finish the final report and present it at the last class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Orientation to this course and course assignment
2	A brief history of the philosophy of work	Read chapter1 and discuss the contents
3	Work and meaning	Read chapter2 and discuss the contents
4	The distribution of work	Read chapter3 and discuss the contents
5	Work and leisure	Read chapter4 and discuss the contents
6	Interim discussion/debate1	Select a topic from Chps2-4 and hold a debate
7	Being managed	Read chapter5 and discuss the contents
8	Getting paid	Read chapter6 and discuss the contents
9	Work in the age of affluence	Read chapter7 and discuss the contents
10	Interim discussion/debate2	Select a topic from Chps5-7 and hold a debate
11	Work and globalization	Read chapter8 and discuss the contents
12	The end of work?	Read chapter9 and discuss the contents
13	Life and work	Read chapter10 and discuss the contents
14	Summary and presentation	Final report presentation Course summary

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

Homework (e.g., writing short essays) will be given occasionally. Students should prepare a final report for presentation and submission. Preparatory study and review time for this class are 2 hours each

【Textbooks】

Lars Svendsen, *Work*, Routledge, second edition, 2016, ISBN 978-1-138-19408-3

【References】

Erin Meyer, 2015, *The Culture Map: Decoding how people think, lead, and get things done across cultures*, Public Affairs, US

【Grading criteria】

Participation to class and discussion 50%

Homework 30%

Final report and presentation 20%

【Changes following student comments】

This course will encourage students' involvement in the class and give them opportunities to express their ideas as an individual and a group.

【Others】

Important notice will be given through *Hoppii*.

OB I and OB II cover different topics, but it is highly recommended to take both.

Relevant to this course are; Introduction to Organizational Management, Organizational Management I/II, and Human Resource Management I/II.

【Prerequisite】

Students from the Japanese program should have a good command of English.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5517

Strategic Management

Azusa Ebisuya

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

In a competitive business environment, successful firms generally have a strategic management process that helps them set goals and execute on a clear vision. This course will help students understand how businesses become successful by leveraging their competitive advantages.

【Goal】

Students are expected to be able to understand how organizations operate at the strategic level to be successful. Also, they will be able to learn how to conduct a case analysis, measure organizational performance, and conduct external and internal analyses.

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

This course is strongly related to the "DP1-1", "DP2-2", "DP3" and "DP4" diploma policies.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will have to work with their team members on discussions and tasks.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course Overview	<ul style="list-style-type: none"> Introduction to the course What is strategic management?
Week 2	Mastering Strategy	<ul style="list-style-type: none"> The history of strategic management Critique of strategic management Understanding the strategic management process
Week 3	Assessing organizational performance	<ul style="list-style-type: none"> Vision, mission, and goals Assessment of organizational performance Competitive advantage
Week 4	Evaluating the external environment	<ul style="list-style-type: none"> The relationship between an organization and its environment Evaluating the general environment Evaluating the industry Mapping strategic groups
Week 5	Evaluating the internal environment	<ul style="list-style-type: none"> Managing firm resources Resource-based view Intellectual property and isolating mechanisms Value chain
Week 6	Synthesis of strategic issues and analysis	<ul style="list-style-type: none"> SWOT framework Strategic issue identification

Week 7	Selecting business-level strategies	<ul style="list-style-type: none"> Understanding business-level strategy through "generic strategies" Cost leadership Differentiation
Week 8	Innovation strategies	<ul style="list-style-type: none"> Entrepreneurial orientation Types of innovation Implementing innovation Responding to innovation in the market
Week 9	Selecting corporate-level strategies	<ul style="list-style-type: none"> Diversification Implementing corporate strategy Strategies for getting smaller Portfolio planning and corporate-level strategy
Week 10	Competing international markets	<ul style="list-style-type: none"> Advantages and disadvantages of competing in international markets Types of international strategies Drivers of success and failure when competing in international markets
Week 11	Executing strategy through organizational design	<ul style="list-style-type: none"> The basic building blocks of organizational structure Creating an organizational structure Creating organizational control system Legal forms of business
Week 12	Leading an ethical organization	<ul style="list-style-type: none"> Corporate governance Corporate ethics and social responsibility Contemporary questions of corporate ethics
Week 13	Presentations and review	<ul style="list-style-type: none"> Individual presentation based on personal research Review each presentation
Week 14	Presentations and review	<ul style="list-style-type: none"> Individual presentation based on personal research Review each presentation

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

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through the web-system.

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in classwork: 40%
Course-ending presentation: 30%
Term paper: 30%

【Changes following student comments】

Not applicable.

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【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

【Others】

Not applicable.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5520

Global Business Strategy I

Dennis TACHIKI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "DP1-1" and "DP4" diploma policies and fairly related to the "DP2-2" policy.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]
Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]
Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5521

Global Business Strategy II

Naoki Ando

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月 3/Mon.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course introduces students to key concepts and theoretical frameworks of international business. The course is more theoretical than practical.

The course focuses on key topics in international business such as institutional and sociocultural environments (global business environments), geographical diversification (internationalization) of firms, entry strategy, global business strategy, staffing of foreign subsidiaries, and language barriers.

At the end of this course, students will be able to understand how firms enter foreign markets, manage foreign subsidiaries, and gain competitive advantage.

【Goal】

Objectives of this course are:

1. To develop the ability to analyze national difference in institutional and sociocultural environment.
2. To understand theories of firms' internationalization.
3. To understand entry strategy, global business strategy, and the theoretical foundations of the strategies.
4. To understand the theoretical foundation of foreign subsidiary staffing.
5. To develop the ability to moderate language barriers inside multinational enterprises.
6. To build skills in analyzing firms' success and failure in foreign markets using the theories of international business.

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

This course is strongly related to the "DP1-1" and "DP4" diploma policies and fairly related to the "DP2-2" policy.

【Method(s)】

This course is conducted in a classroom. However, in cases where students cannot enter Japan, the course will take the hybrid-flexible form (HyFlex, which is in-person lectures in parallel with online real-time). Students who cannot enter Japan attend lectures online.

Sessions consist of lecture and discussion. Lecture introduces students to basic concepts and frameworks of the session's topic. Discussion and in-class exercises with regard to the concepts and frameworks, as well as case analysis, are conducted.

Students also work on a team project during the semester. A team consists of 3-4 students. Each team is required to conduct and write up a case analysis. In Week 14, teams make a presentation of the project. Details regarding the team project will be announced in class.

Assignments are submitted in class or using Hoppii. Feedback will be given either in-class or on Hoppii.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course orientation: Introduction and overview	Course overview. What is globalization and what is international business?
Week 2	Local business environments 1	Legal, political, and economic environments that firms confront overseas.
Week 3	Local business environments 2	Sociocultural environments that firms confront overseas.
Week 4	Foreign direct investment and multinational enterprises	What is foreign direct investment? Multinational enterprises (MNEs) and MNEs from emerging economies.
Week 5	Internationalization of firms 1	Theories to explain the internationalization of firms.
Week 6	Internationalization of firms 2	Intra-regional diversification. Internationalization and firm performance.
Week 7	Entry strategy	Wholly owned subsidiary and international joint venture. Entry mode choice.
Week 8	Global business strategy	Strategies of MNEs. Global integration and local responsiveness.

Week 9	Project proposal	Proposal of team projects.
Week 10	Foreign subsidiary staffing 1	Roles of parent country nationals and host country nationals.
Week 11	Foreign subsidiary staffing 2	Choice of staffing policy. Localization of subsidiary staffing.
Week 12	Language barriers 1	Roles of language in MNEs.
Week 13	Language barriers 2	Strategy to moderate language barriers.
Week 14	Presentation of projects	Final presentation of team projects.

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

Preparatory study and review time for this class are 2 hours each. Students are required to read assigned readings and cases. They also work on the team project with team members.

【Textbooks】

Hill, C.W.L. & Hult, G.T.M. 2018 International Business: Competing in the Global Marketplace (12th ed.). McGraw-Hill Education, NY. Textbook may be changed subject to availability. Detailed information on textbook will be announced in the first lecture.

【References】

Ball, D.A., Geringer, J.M., McNett, J.M. & Minor, M.S. 2012. International Business: The Challenging of Global Competition (13th ed.). McGraw-Hill: NY.

Cavusgil, S.T., Cavusgil, S.T., Knight, G. & Riesenberger, J.R. 2008. International Business: The New Realities (2nd ed.). Prentice Hall: NJ.

Cullen, J.B. & Parboteeah, K.P. 2011. Multinational Management: A Strategic Approach (5th ed.). Cengage Learning: OH.

Rugman, A.M. & Collinson, S. 2012. International Business (6th ed.). Pearson Education: UK.

Shenkar, O. & Luo, Y. 2008. International Business (2nd ed.). Sage Publications: CA.

Newer editions may be available.

【Grading criteria】

Class participation: 50%

Class participation is evaluated based on active participation in discussion and in-class exercises and contribution to the class.

Team project: 50%

More information regarding the team project will be announced in class.

【Changes following student comments】

The course is being held for the first time.

【Prerequisites】

None.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5524

Intermediate Accounting II

Mioko TAKAHASHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "DP1-2" diploma policy and fairly related to the "DP1-1", "DP2-1", "DP2-2" and "DP3" policies.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]

Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

発行日：2021/5/1

ECN200FB-A5527

Corporate Finance

Yongjin KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "DP1-1" diploma policies and fairly related to the "DP1-2", "DP1-3", "DP2-1", "DP2-2", "DP3" and "DP4" policies.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]
Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]
Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5530

Principles of Marketing

Junko KIMURA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The theme of this class is to understand major Marketing theories and bridge them to specific phenomena. Companies and other organizations try differentiating themselves from competitors by creating customer values. The students of this class would be able to analyze the products and services in the real world with Marketing perspective.

【Goal】

By actively participating in this class, student can acquire the following skills:

- 1) Bridge theories to specific phenomena
- 2) Think logically
- 3) Use qualitative methodologies for research activities, and
- 4) Argue and explain findings to others

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

This course is strongly related to the "DP2-1" diploma policy and fairly related to the "DP1-1", "DP2-2", and "DP3" policies.

【Method(s)】

Recently many companies struggle with difficulties to differentiate themselves with competitors. One of the reasons is that the change of customer needs. Customers not only ask for high quality/specification products but also they try to obtain "value". What does value mean? This is the major topic of this class. Manufacturers, retailers and service providers try developing and innovating business model for creating customer value. Using specific case studies, students would learn theoretical frameworks and analytical concepts in order to apply them to the phenomena.

Students use qualitative methodologies, in specific interviews and fieldwork to gather primary data by using their own legs. (Students will not be permitted to use secondary data from the Internet unless it is allowed.)

Assignments will be given and each student will make his/her own presentation respectively. Group projects will be assigned for the final presentation. Each group will choose one product/service and research how it was successful by using Marketing theory the instructor indicates.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Basic Concepts of Marketing
2	What is Marketing?	Basic Concepts of Marketing
3	Three Dimensional Business Definition Model	Avoid Marketing myopia
4	SWOT analysis and value creation	Creating customer value
5	Theoretical framework	Philip Kotler's Marketing 1.0, 2.0 and 3.0
6	Midterm Presentation	Students groups present their research and findings
7	Product Development	Case Study: HOSEI original brand green tea: PART 1 theory
8	Product Development	Case Study: HOSEI original brand green tea: PART 2 practical implication
9	Price Management	Case Study: Starbucks and Dotour: PART 1 theory
10	Price Management	Case Study: Starbucks and Dotour: PART 2 practical implication
11	Promotion Management	Case Study: NIKE PART 1 theory
12	Promotion Management	Case Study: NIKE PART 2 practical implication
13	Place Management	Case Study: Supply chain management of IKEA
14	Final Presentation	Group project presentation

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

Students need to contribute to class discussions by conducting

- 1)Project meetings with group members outside classroom
- 2)Fieldworks

3)Interviews to consumers and companies Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No textbooks

【References】

Materials would be distributed in class.

【Grading criteria】

- 1)Class Participation (Remarks and arguments you make in class)70
- 2)Group Project 20
- 3)Individual Assignment 10

【Changes following student comments】

Students in the previous year appreciated practical activities and this class also works on project with practitioners and/or companies.

【Equipment student needs to prepare】

Personal Computer with PPT and WORD

【Others】

Please do not use smartphone/PC for SNS or emails which is not related to class activities as it shows disrespect to the class and downgrades yourself.

【Prerequisites】

Introduction to Marketing needs to be studied as prerequisites.

【Recent works of instructor】

1)Kimura, Junko. & Rigolot, Cyrille. (2021) "The Potential of Geographical Indications (GI) to enhance Sustainable Development Goals (SDGs) in Japan: Overviews and insights from Mishima Potato GI Case Study," Sustainability: Special Issue Geographical Indications, Public Goods, and Sustainable Development, 13(2), 961. DOI: <https://doi.org/10.3390/su13020961>

2)Sakashita, Mototaka., & Kimura,Junko.(forthcoming) "How Mother-Daughter Purchase Interaction Affects Daughter's Situational Self Construction in Japan," Advances in Consumer Research, 48.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5531

Service Management

Junko KIMURA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The theme of this class is to research and understand Service Management theories from both Marketing and consumer behavior perspectives.

Organizations and companies would differentiate themselves from competitors only when they create customer values. The students of this class learn the logic of value creation.

【Goal】

By actively participating in this class, students can acquire the following skills:

- 1) bridge theories to specific phenomena
- 2) think logically
- 3) use qualitative methodologies for research, and
- 4) argue and explain theoretical and practical findings to others

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

This course is fairly related to the "DP1-1", "DP2-1", "DP2-2" and "DP3" policies.

【Method(s)】

Class starts at 13:00 on Thursday.

Please contact the instructor at kimura@hosei.ac.jp when you have any problems or concerns.

Recently many researchers in Marketing focus on Service Management regarding it as competitive advantage. Not only service industry but also manufacturers and retailers try developing and innovating business model for creating customer value.

Using specific phenomena related to customer value creation in Japan and other countries, students will learn theoretical frameworks and apply them to the phenomena to explain the reality.

Students will use qualitative methodologies, mainly interviews and fieldwork to gather primary data to make presentations by using their own legs. (Students will not be permitted to use secondary data from the Internet unless it is statistical data.)

Assignments will be given and each student will make his/her own presentation respectively. Group projects will be assigned for the final presentation. Each group will choose one product/service and research how the company was successful in Service Profit Chain perspective.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Basic Concepts of Marketing: From Product Oriented to Customer oriented Marketing
2	What is Marketing?	Basic Concepts of Marketing: Creating Customer Value
3	Marketing myopia	Avoid Marketing Myopia
4	Marketing myopia	Creating customer value
5	Service Profit Chain	Theoretical framework of Service Profit Chain: Understanding Theory
6	Service Profit Chain	Theoretical framework of Service Profit Chain: Application
7	Midterm Presentation	Students groups present their research question and findings
8	Service Innovation	Case Study: CRAI (1/2)
9	Service Innovation	Case Study: CRAI (2/2)
10	Intercultural Service Management	Case Study: Panasonic and Fnac (1/2)
11	Intercultural Service Management	Case Study: Panasonic and Fnac (2/2)
12	OMOTENASHI	Case Study: Kyoto KAGAI (1/2)
13	OMOTENASHI	Case Study: Kyoto KAGAI (2/2)
14	Final Presentation	Students groups present their research and findings

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

Students need to contribute to class discussions by conducting

- 1) Project meetings with group members outside classroom
- 2) Fieldworks
- 3) Interviews toward consumers and companies

Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No textbooks

【References】

Materials would be distributed in class.

【Grading criteria】

Grade is decided with three components

- 1) Class Participation (Arguments and remarks you make in class)70%
- 2) Group Project (peer evaluation) 20%
- 3) Individual Assignment 10%

【Changes following student comments】

1) Each student's contribution to group work varies and we should solve the issue adding new criteria such as "individual's contribution on the group.

2) The students of the previous semester were pleased to work on the group project with actual company (BARILLA Japan) and argue with the practitioners would find another company for collaboratively work on a certain issue.

【Equipment student needs to prepare】

Personal Computer with PPT and WORD

【Others】

Using smartphone and/or PC are not allowed unless the instructor assigns the work with it. It is rude and shows your disrespect to the class to look down and ignore the classmates and the instructor.

【Prerequisites】

Introduction to Marketing and Principles of Marketing are recommended to be studied as prerequisites.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5534

Operations Management II

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Managing the flow of goods, people, money and information across national borders has become the new challenge for operations managers. So what if you are requested to evaluate and improve the operations management at a local company going global, how would you go about doing it? The traditional operations management answer is to focus on cost and speed issues; but in the 21st century, operations managers must also effectively respond to the challenges presented by globalization, sustainability, ethical conduct, effective communication, and system design. Doing this calls for operations managers to excel in the business, technical, and interpersonal aspects of their work as they actively support the mission and vision of their organization. In addressing these issues, the main objective of this course is to leverage the principles learned in the Introduction to Operations Management course and the tools/methods learned in Operations Management I course, to develop a PROJECT, selected by the students, that is applicable in the real world.

【Goal】

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

- ・TEAMWORK: Understand the skills necessary to cooperate and coordinate an international Project.
- ・PROJECT MANAGEMENT: Design and implement project-based operations management activities within a company and/or across national borders. In this connection, students will learn how to draft a Plan Design Matrix and related documents.
- ・MANAGEMENT: Appreciate the emerging challenges faced by operations managers in a global economy.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course, particular attention is paid to an experiential learning approach where students plan and do, then check and reflect on their Projects. This will be particularly the case in the second half of the semester.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course Introduction	<ul style="list-style-type: none"> ・ Syllabus ・ Project Management Case Studies ・ Project Instructions
Week 2	Project Team	<ul style="list-style-type: none"> ・ Team Formation ・ What is brainstorming? ・ Project Theme Brainstorming
Week 3	Project Theme	<ul style="list-style-type: none"> ・ Theme Discussion and Selection ・ Introduction to PDM (project design matrix) ・ Background Research
Week 4	Project Design Matrix (1)	<ul style="list-style-type: none"> ・ Background Research -> Narrative Summary ・ Outputs -> What is an Indicator? ・ Statement of Work -> Activities
Week 5	Project Design Matrix (2)	<ul style="list-style-type: none"> ・ Background Research -> Indicators, Means of Verification, Assumptions ・ PowerPoint Slide Format+ Alternative Software
Week 6	Workshop	<ul style="list-style-type: none"> Project Design Matrix Presentations ・ Presentation Skills ・ Root Cause Analysis
Week 7	Project "PLAN"	<ul style="list-style-type: none"> ・ Work Breakdown Structure ・ CPM/PERT Flow Chart ・ Critical Path Analysis

Week 8	PLAN (2)	<ul style="list-style-type: none"> ・ Evaluation and Monitoring ・ Staffing and Resources ・ Revise PDM
Week 9	PLAN (3)	<ul style="list-style-type: none"> ・ What is a GANTT Chart? ・ Plan of Operation (PO) ・ 5W1H of GANTT Chart
Week 10	Workshop	<ul style="list-style-type: none"> Project Mid-term Presentation ・ Mondai Ishiki ・ Data Collection
Week 11	Project "DO"	<ul style="list-style-type: none"> ・ Simulation and/or Field Work Progress Report ・ Kaizen Discussion
Week 12	DO (2)	<ul style="list-style-type: none"> ・ Simulation and/or Field Work Data Collection ・ Kaizen Discussion
Week 13	Project "CHECK"	<ul style="list-style-type: none"> ・ Preliminary Impact Report ・ Data Analysis ・ Kaizen Discussion
Week 14	Project "ACTION"	<ul style="list-style-type: none"> ・ Final Project Report Presentation ・ Kaizen: Reflection Discussion

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

・CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. Students are fore-warned they should allocate time outside the classroom to gather data, prepare reports and etc.

・GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments. Preparatory study and review time for this class are 3-5 hours for each session

【Textbooks】

The readings for this course will either be available on-line, through the library and/or handouts.

【References】

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

【Grading criteria】

Students will be graded based on the following criterions:

15% Class participation

15% Group work

10% Project Theme Presentation and Report

10% Project Design Matrix Presentation and Mid-term Report

50% Final Project Report

Late submission of assignments will result in a lowering of a student's grade.

【Changes following student comments】

Inclusion of more supplemental reading materials. More time for break-out sessions held on-line.

【Equipment student needs to prepare】

Students are expected to bring to class a computer and/or smart phone to access the Internet.

【Others】

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

【Prerequisites】

Operations Management I or teacher's permission

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5537

Japanese Innovation Management

Noriko TAJI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 1/Fri.1 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The objective is to understand recent Japanese companies management. This lecture focuses on how to find a business opportunity and commercialize it by utilizing internal and external management resources.

This lecture covers the following:

1. Understanding innovation projects using the case study method.
2. Strategies and operations in the process of new business development.
3. How to found and grow a startup business.

【Goal】

Students can understand notions of innovation management and strategy.

Students can explain and discuss about issues of strategy and marketing.

Students can judge current companies' decisions that are shown on news papers.

Students can choose a good company or startup when searching a job.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP2-1" and "DP4" policies.

【Method(s)】

In case of CORVID 19 matter, half classes will be conducted by delivering documents and video files. A short video is uploaded on Hosei system. A long video is uploaded on a private URL of YouTube. Videos will disappear in two weeks. Please upload your assignment on Hosei system till the deadline. And the left classes will be on-line lectures.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction/ Radical & incremental innovation	Analog camera: Kodak
2	Disruptive and sustaining technology	Digital camera: Fuji Film
3	Radical innovation in the watch industry in Japan	Quartz watch: Seiko
4	Commoditization	Quartz watch: Seiko LCD TV: Sharp
5	Radical innovation in the watch industry in Europe	A fashion gear watch: Swatch
6	Defining concept design in the consumer market	An unbreakable watch "GSHOCK": Casio Computer ①
7	Building a global brand in the consumer market	An unbreakable watch "GSHOCK": Casio Computer ②
8	Product development in a middle-size manufacturing company	A new switch equipped with LCD display: NKK Switches ①
9	Global strategy in a middle-size manufacturing company	A new switch equipped with LCD display: NKK Switches ②
10	Global strategy in a large company	How to sell electronic products in Europe: Panasonic Brand ①
11	Supply chain management	How to sell electronic products in Europe: Panasonic Brand ②
12	Approaching Globalization	How to sell Swedish furniture in Japan: Ikea
13	Finding a business opportunity by startup	Semiconductor inspection equipment: RAYTEX ①
14	Growing process of a startup	Semiconductor inspection equipment: RAYTEX ②

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

Beforehand, case descriptions are delivered. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No specified textbooks

Case descriptions can be downloaded on the web.

【References】

No specified references

【Grading criteria】

Each assignments (70%), final report (30%)

【Changes following student comments】

The similar lecture was provided as ESOP Program in 2015 and 2016. Discussion time and video was appreciated by students.

The first lecture for GBP was done in 2017. Students were divided into groups of three and discussed about assignments.

【Equipment student needs to prepare】

PC

【Research Theme】

Innovation Management

High-tech startups

Entrepreneurship

【Representative English paper】

"Resource Acquisition in High-Tech Startup Global Strategies," Noriko Taji, *Technology, Innovation, Entrepreneurship and Competitive Strategy*, Emerald Publishing Group, Vol. 14, pp.263-287, 2014

"Guess Country Report, Japan" Noriko Taji, et.al., Global University Entrepreneurial Spirit Students' Survey, University of St.Gallen, 2012, 2014, 2016.

"Psychological Predictors of Entrepreneurial Interest in Japan" Noriko Taji & Yu Niiya, *Innovation management*, Hosei University, No.9, pp.61-72, 2012

【Representative Japanese book】

Strategy of High Tech Startups, Noriko Taji and Emiko Tsuyuki, Toyo Keizai Shinposha, 2010, printed in Japanese.

Architectural Innovation, Noriko Taji, Hakuto-shobo, 2005, printed in Japanese.

Career Design, Noriko Taji, First Press, 2008, printed in Japanese.

【Recommended lecture】

Introduction to Strategic Management, Introduction to Marketing, Strategic Management, International Business, Principles of Marketing

MAN200FB-A5540

Special Topics in Management B

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

In this course we will address the question, What is Total Quality Management? The origins of this concept dates back to the 1930s at the Bell Laboratories of W.A. Shewhart in the United Kingdom. This became what was known as the British Standard 600. During the war years, the Americans established the Z-1 Standard. In the post-war era, Japan created not only the JIS (Japan Industrial Standards) mark, but also added a managerial dimension to the quality control concept.

In this connection, the main objective this semester focuses on the unique contributions of Japanese companies to TQM: (1) QC (quality control) as a national movement, (2) companywide quality control, (3) cross-functional management, (4) QC circle activities, and (5) QC audit.

【Goal】

Be the end of the course the student should be able to:

- ・ Understand why total quality management plays an important role in business.
- ・ THEORY: Grasp the merging of engineering techniques and business practices into the TQM story
- ・ METHODS: Use the PDCA cycle and kaizen for continuous improvement
- ・ TOOLS: Apply the analytical tools commonly used in TQM activities. Students should feel comfortable in engaging in TQM activities if given the opportunity in the future.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course, particular attention is paid to an experiential learning approach where students plan and do, then check and reflect on their Projects. This will be particularly the case in the second half of the semester.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course Introduction	<ul style="list-style-type: none"> ・ Syllabus ・ From QC to TOC to TQM ・ TQM in Japan
Week 2	Companywide Quality Control (1)	<ul style="list-style-type: none"> ・ Business Strategy: Diversification and Rationalization ・ What is CWQC? ・ PDCA cycle and kaizen
Week 3	CWQC (2)	<ul style="list-style-type: none"> ・ Hoshin Kanri (Policy Management) ・ 5Ms—target and means ・ Measures and metrics
Week 4	CWQC (3)	<ul style="list-style-type: none"> ・ Catch Ball approach ・ Flag method ・ Control items
Week 5	Cross Functional Management (1)	<ul style="list-style-type: none"> ・ Principles of quality control ・ What is CRM? ・ CFM tasks, structure and administration
Week 6	CFM (2)	<ul style="list-style-type: none"> ・ Statistical methods—speaking with facts not guts ・ SQC/SPC Methods
Week 7	QC Circle Activities (1)	<ul style="list-style-type: none"> ・ What is QCC? ・ QC Story ・ Forming a QCC ・ Brainstorming
Week 8	QCC (2)	<ul style="list-style-type: none"> ・ Visualization ・ 7 QC Tools and 7 New QC Tools
Week 9	QCC (3)	<ul style="list-style-type: none"> ・ 7 QC Tools and 7 New QC Tools (cont'd) ・ Snapshots of 5S, TPM, etc

Week 10 QCC (4)

- ・ Types of reports
- ・ How to prepare presentation and presentation materials
- ・ ISO and ISO9000 series
- ・ External Audit: US, Europe and Japan
- ・ Internal Audit: Presidential Audit

Week 11 QC Audit (1)

Week 12 QC Audit (2) + QCC (5)

Week 13 QC Audit (3)

Week 14 QC Audit (4) + QCC (6)

- ・ QCC Report and evaluation
- ・ Conducting a Presidential Audit
- ・ Management Presentation

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

・ CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

- ・ GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.
- ・ Preparatory study and review time for this class are 3-5 hours for each session

【Textbooks】

The readings for this course will either be available on-line, through the university library and/or as hand-outs.

【References】

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the university library.

【Grading criteria】

Students will be graded based on the following criteria:

- ・ 10% CLASS PARTICIPATION (I.E., WHETHER YOU HAVE LOG-IN TO OUR COURSE HOPPII WEBPAGE.)
- ・ 30% ASSIGNMENTS
- ・ 60% 4 SHORT REPORTS (20% EACH)

Late submission of assignments will result in a lowering of a student's grade.

【Changes following student comments】

More QC Circle exercises.

【Equipment student needs to prepare】

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

Students are expected to bring to class a computer and/or smart phone to access the Internet.

【Others】

Useful if student has taken Introduction to Operations Management and/or Operations Management I.

Students (or teams) should try to meet with the teacher on-line at least once during the semester.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

【Prerequisites】

Willingness to study hard!

【Career background of the lecturer】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5541

Special Topics in Management C

TAM Yeuk Mui

Subtitle：Life course and career under globalization

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course aims to enable students understand how the process of career mobility and formation is intertwined with different life course transitions and stages under the influence of globalization. A cross-national comparative approach will be adopted to examine the ways different education systems, employment regulation institutions and national policies affect career formation. Contents of the course will draw from cross-national comparative theories and researches. The lecturer will introduce strategies at personal-, company- and national-level which deal with career-related uncertainties that arise from globalization.

【Goal】

After successful completion of the course, students will learn the followings：

- 1.Theories about career, career mobility and formation
- 2.Concepts related to the life course approach to career mobility
- 3.Varieties of education and employment relations institutions that affect career mobility and formation
- 4.Individual psychological strategies for career formation
- 5.Education policies which shape career formation of youth
- 6.Work-family policies which affect career mobility of adults
- 7.The impacts of globalization on career mobility and formation

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

The class will start on [pending finalization of timetable].

The first class will be conducted via Zoom [pending the number of students who take this course]. Students need to create their own Zoom account.

Class materials will be distributed via the Learning Management System

Subsequent classes may be conducted online or as in-person lectures, This will be announced via the Learning Management System and/or in the first class.

The teaching methods will be lectures, students presentations and discussion.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	objectives and goals of the course, assessment methods, basic terms used in the course – career, life course, major life course transitions and globalization
2	Theories about career, career mobility and formation	traditional career paths and new career paths under globalization
3	Major life course transitions and career mobility	: school-to-work transitions, parenthood/motherhood, retirement
4	Globalization	The economic, cultural and political dimensions of globalization and career mobility
5	School-to-work transitions of youth and subsequent career mobility	the difference between university graduates and non-graduates
6	The impact of COVID-19 on school-to-work transitions	Flexible employment as the new 'normal' employment conditions for youth ?
7	National education systems	Variations in school-to-work transition paths
8	Gender and career mobility	The effects of marriage and parenthood/motherhood
9	Family-friendly corporation policies	Can these help to enhance career formation ?

10	Work-family policies in differences between countries	Cross-national differences and impacts on careers of men and women
11	Retirement	early exit or extension of career ?
12	Student presentations and discussion	on issues related to school-to-work transitions of youth and career formation
13	Student presentations and discussion	issues related to gender and career formation
14	Course Review	review of the course, feedback to students

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

Preparatory study and review time for this class are 2 hours each week.

【Textbooks】

No textbook will be used.Handouts and readings will be provided by the lecturer

【References】

Steger, Manfred B.(fifth edition) 2020. Globalization ; a very short introduction. Oxford : OUP.

Blossfeld, Hans-Peter, et al. (eds.) 2005. Globalization, Uncertainty and Youth in Society: The Losers in a Globalizing World. Florence: Routledge.

Blossfeld, Hans-Peter and Heather Hofmeister. (eds.) 2006. Globalization, uncertainty and women's careers : an international comparison. Cheltenham, UK ; Northampton, MA : Edward Eglar.

【Grading criteria】

Participation : 30 %

Absence due to medical reasons must be supported by medical certificate. The certificate must be sent to the lecturer latest one week after the class. Other reasons for absence will be dealt with on an case-by-case basis.

Group Presentation on an assigned topic : 20 %

An individual paper on one of the presentation topics : 50 %

【Changes following student comments】

Not applicable

【Equipment student needs to prepare】

no

【Others】

no

【Prerequisites】

none

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5544

Special Topics in Global Business A

Azusa Ebisuya

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course will provide you with a simulation to plan a product which can attract international customers, think about best method of marketing it, and suggest the effective promotion method through working with your international team members. This provision will surely benefit you when you start working after your graduation.

【Goal】

Through the interactive learning experiences, you are expected to understand how to collaborate with team members effectively, generate original and meaningful ideas, design an attractive product, and promote it successfully.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP4" policy.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating you to get involved in the class actively. You will have to work with your team members on discussions and tasks.

You will have a sheet to submit at some classes and two team-presentations during the course. After the course ends, you will have to submit an essay.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Course overview How to benefit from the simulation classes
Week 2	Understanding team collaboration	<ul style="list-style-type: none"> What is team? Expected performance of successful teams
Week 3	Team making and building up	<ul style="list-style-type: none"> Team building-up activity Team development
Week 4	Product conceptualization	<ul style="list-style-type: none"> Idea generation Idea screening Concept development
Week 5	Marketing research (1)	<ul style="list-style-type: none"> Idea screening SWOT analysis Persona of your product
Week 6	Marketing research (2)	<ul style="list-style-type: none"> Questionnaire preparation Survey methods
Week 7	Preparation for mid-course presentation	<ul style="list-style-type: none"> Data preparation Discover, detain, distill, document, and deliver
Week 8	Mid-course presentation and review	<ul style="list-style-type: none"> Initial team presentation Review and discussion
Week 9	Application design (1)	<ul style="list-style-type: none"> Product name Original logo
Week 10	Application design (2)	<ul style="list-style-type: none"> Detailed designing Attractive design

Week 11	Promotion (1)	<ul style="list-style-type: none"> Promotion strategies Differences between advertisement and promotion
Week 12	Promotion (2)	<ul style="list-style-type: none"> How to promote your product in a cost-free way? SNS as a promotion tool
Week 13	Final team meeting and interview	<ul style="list-style-type: none"> Preparation of the final team presentation Interview on team collaboration
Week 14	Course-ending presentation	<ul style="list-style-type: none"> Final team presentation Review and discussion

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

The students are expected to read the materials for each class beforehand and prepare for team-discussions during the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through Hoppii (Hosei portal site).

【References】

Supplementary reading materials and/or websites will be shared through Hoppii (Hosei portal site).

【Grading criteria】

Participation in discussions: 20%

Sheet submission: 30%

Contribution to the mid-course team presentation: 15%

Contribution to the course-ending team presentation: 15%

Essay: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use Hoppii (Hosei portal site) for sharing reading materials and handouts, and submitting papers.

【Others】

This course is related to the course entitled "Special Topics in Global Business B" delivered by the same instructor.

【Prerequisite】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

CAR300FB-A5547

Internship

Keiko OKAMOTO

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |

Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

In an actual working environment, students will gain a better understanding on how a project will be completed in an organization, interacting with its suppliers and clients.

【Goal】

Students will learn through hands on activities how a department/division in a company interact with each other. In the fall semester after the internship, students will make a presentation to introduce the company and explain how the organization worked effectively based on their experiences and observations.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

*****Due to COVID-19, the Internship schedule has been changed. Please see "others" section for details*****

The class registration will open in the 2020 fall semester. An introduction class and a preparation class will be held during the 2020 spring semester. Students will commute to a company on fixed dates during the summer 2020. Students will make a presentation during the 2020 fall semester. Dates will be announced in the preparation class.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction	Students will attend orientations offered by companies that offer Internship in the summer, 2020.
2	Preparation	Students will attend a preparation meeting.
3	Internship 1	Intern at a company.
4	Internship 2	Intern at a company.
5	Internship 3	Intern at a company.
6	Internship 4	Intern at a company.
7	Internship 5	Intern at a company.
8	Internship 6	Intern at a company.
9	Internship 7	Intern at a company.
10	Internship 8	Intern at a company.
11	Internship 9	Intern at a company.
12	Internship 10	Intern at a company.
13	Internship 11	Intern at a company.
14	Wrap up/Internship presentation	Presentation during the 2020 fall semester.

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

Students will write a journal during the internship, which will be submitted to the instructor. Upon completion of the internship, students will make a PowerPoint presentation. The PowerPoint and transcript must be submitted as homework.

Preparatory study and review time for this class are 2 hours all together.

【Textbooks】

N/A

【References】

Richard N. Bolles (2017). What Color Is Your Parachute? 2018: A Practical Manual for Job-Hunters and Career-Changers. Ten Speed Press.

【Grading criteria】

Attendance, punctuality, and behavior at work.(Feedback from the company where students interned) - 55%

PowerPoint and Presentation transcript- 30%

Presentation- 15%

Guidelines will be provided in the preparation session in the 2020 spring semester.

【Changes following student comments】

A business trip to Osaka was scheduled, but unfortunately, it was cancelled because of a typhoon. One of the students told junior students in a presentation session that the internship was worth to learn how to perform professionally.

【Equipment student needs to prepare】

Appropriate clothing for work. Please follow the company dress code. PowerPoint & Word.

【Others】

As of September, 2020***

Due to COVID-19, the 2020 FALL Internship schedule has been changed.

Please note that this temporal schedule may be subject to change depending on the governmental restrictions and internship companies' situations due to the COVID-19.

The class schedules as of September 2020 are as follows:

A preparation class will be held during the 2020 fall semester and students will commute to a company or intern on-line on fixed dates during winter 2021. The class registration will open in the 2021 Spring semester. Students will make a presentation during the Spring semester. Details such as meeting dates and screening processes will be announced during the 2020 fall semester.

*Further announcement will be posted on "Internship" class via the Learning Management System.

Students eligible for this class must be either a sophomore, junior, or senior as of September 2020.

【Prerequisite】

None

MAN300FB-A5549

Seminar

Azusa Ebisuya

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will teach the students how the place where you grew up shapes the way you think, feel, and act. We will employ the eight-scale model of Erin Meyer for discussing how managers of culturally diverse teams can improve their effectiveness by analyzing the positioning of one culture relative to another and correctly decoding the meaning of some actions and gestures.

【Goal】

By the ending of this course, the students are expected to be able to explain the application of the eight-scale model for decoding how cultural differences impact international business. The students also are expected to be able to share their thoughts and opinions with classmates actively through the interactive learning experiences.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will be assigned to give presentation(s) as well as to write a term-paper at the ending of the course.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Objectives and goals of this course How you can participate in the course effectively Evaluating and grading
Week 2	Navigating cultural differences and the wisdom of Mrs. Chen	<ul style="list-style-type: none"> Invisible boundaries that divide our world Being open to individual differences is not enough Eight-scales that map the world's cultures
Week 3	Listening to the air: Communicating across cultures	<ul style="list-style-type: none"> The interplay of language and history What makes a good communication Strategies for working with people from different context cultures
Week 4	The many faces of polite:Evaluating performance and providing negative feedback	<ul style="list-style-type: none"> Upgraders, downgraders, and the art of translation What does it mean to be polite?

Week 5	Why versus how:The art of persuasion in a multicultural world	<ul style="list-style-type: none"> Two styles of reasoning:principles-first versus applications-first Country positions on the persuading scale Strategies for persuading across cultures
Week 6	How much respect do you want?:Leadership, hierarchy, and power	<ul style="list-style-type: none"> Historical and cultural factors that affect the leading scale Leading to manage in a hierarchical culture
Week 7	Big D or little d:Who decides, and how?	<ul style="list-style-type: none"> Consensual or top-down:Which do you prefer? The Japanese Ringi system:Hierarchical but ultra-consensual Avoiding culture clashes when making decisions
Week 8	The head or the heart:Two types of trust and how they grow	<ul style="list-style-type: none"> Trust from the head, trust from the heart Task-based versus relationship-based cultures Strategies for building trust across cultural divides
Week 9	The needle, not the knife:Disagreeing productively	<ul style="list-style-type: none"> Confrontation:Loss of face or spirited debate? Getting global teams to disagree agreeably
Week 10	How late is late?:Scheduling and cross-cultural perceptions of time	<ul style="list-style-type: none"> Relationships: A key to understanding the scheduling scale The framing strategy for cross-cultural leaders
Week 11	Putting the culture map to work	<ul style="list-style-type: none"> Putting it all together Bridging the fault lines We are all the same, we are all different
Week 12	Students' presentations and review (1)	<ul style="list-style-type: none"> Individual presentation based on a personal research topic Review and discussion based on the topics brought by students
Week 13	Students' presentations and review (2)	<ul style="list-style-type: none"> Individual presentation based on a personal research topic Review and discussion based on the topics brought by students
Week 14	Course review and course-ending discussion	<ul style="list-style-type: none"> Summary of the course Class discussion

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

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Each student should prepare at least one presentation based on the given materials, and another presentation based on the personal topic. In addition, each student should submit a term-paper after the course closes. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Meyer, E. (2014) *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs.

【References】

Supplementary reading materials and/or websites will be shared through Hoppii (Hosei Portal Site).

【Grading criteria】

Participation in discussions: 42%

Chapter presentation: 18%

Original presentation: 20%

Term paper: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use Hoppii (Hosei Portal Site) for sharing reading materials and handouts, and submitting papers.

【Prerequisite】

None

MAN200FB-A5550

Seminar

Keiko OKAMOTO

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This class provides the history of marketing to the Japanese people by looking at everyday life and business. Students will gain a better understanding of how the Japanese market has been growing for the last 70 years.

【Goal】

By exploring everyday life in Japan during Japan's high-economic growth period, students will learn Japanese way of doing business in the late 20th century.

Then students will learn how the business styles has been changing in the first two decades of the 21st century.

【Which item of the diploma policy will be obtained by taking this class?】
This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

Lectures.

Readings, discussions, Field trip, and Essays.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Review of the Fall Semester	Japanese Consumers from the Edo Period to the end of WWII
2	Chapter 6	Japanese consumers 1950-1970
3	Chapters 7 & 8	Japanese consumers 1980-2000
4	Fieldtrip 1	Tokyo Waterworks Historical Museum
5	Essay 1	Field Trip Report
6	Delivering the Goods 1	Yamato Holdings: Company Overview
7	Delivering the Goods 2	Yamato Truck Company Business (-1970s)
8	Delivering the Goods 3	Takkyubin Business (-1980s)
9	Delivering the Goods 4	Takkyubin Expansion (to the present)
10	Fieldtrip 2	Haneda Chronogate
11	Essay 2-1	Yamato Holdings. Topic Selection & Research
12	Essay 2-2	Group Discussion & Draft Writing
13	Essay 2-3	Presentation
14	Essay 2-4	Final Paper

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

Readings and homework.

Preparation & review of lectures, field trip.

Research for essay. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Textbooks are available in the Hosei Library.

Franks, Penelope (2009), The Japanese Consumer: An Alternative Economic History of Modern Japan, Cambridge University Press. ISBN978-0-521-87596-7

Ogura, Masao. translation by Noble, David (2004), Delivering the goods: entrepreneurship and innovation in a Japanese corporation. Tokyo, International Library Trust : International House of Japan , 2004 (original: 小倉昌男 (1999) 経営学)

【References】

Students will search books and articles using the Hosei Library service.

【Grading criteria】

Japanese Consumer: (preparations and review) 25%

Field trip reports; 15 %

Delivering Goods: (preparations and review, research, & presentation) 45%

Essay: 15%

【Changes following student comments】

Class attendance and participation are important.

【Equipment student needs to prepare】

PowerPoint may be used for the class projects and Word for essay writing.

【Prerequisites】

None

MAN300FB-A5553

Seminar

Dennis TACHIKI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This seminar focuses on international public projects (IPP)—that is, a project financed by a government and is typically owned, and may be operated by the government. The financing of IPP is through overseas development assistance (ODA). ODA refers to money developed countries provide to promote economic development and public welfare in developing countries. For example, after World War II, the World Bank provided ODA to Japan for building its national infrastructure systems; most famously the Shinkansen (bullet train). Now that Japan is a developed country, the main agency responsible for dispersing Japanese ODA is the Japan International Cooperation Agency (JICA). JICA IPP are mainly related to the United Nations' SDGs (Sustainable Development Goals) in such areas as poverty alleviation, environmental issues and social issues.

In this connection, the main objectives of this course are to:

1. Introduce students to the purpose and practices of international public projects.
2. Provide students with a comparison between public administration organizations and private business organizations in considering future careers..

This seminar should become a valuable learning opportunity for students wishing to study abroad and students who wish to find employment after graduation in international organizations.

[Goal]

By the end of the course, students should be able to:

- ・ Understand and explain the purpose and role of international public projects.
- ・ Apply the problem solving tools used in the Project Cycle Method
- ・ Compile and write an Inception Report.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[Method(s)]

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> ・ Syllabus ・ international Public Project? -> Principles and practices ・ Project Cycle Management (PCM)
Week 2	SDG (Sustainable Development Goals)	<ul style="list-style-type: none"> ・ What is Sustainability? ・ SDG (Sustainable Development Goals) ・ SDG Assignment-> Understanding Goal and Purpose
Week 3	ODA (Official Development Assistance)	<ul style="list-style-type: none"> ・ What is ODA? ・ ODA International Framework and National Policy ・ ODA Process ・ Case studies of ODA Projects
Week 4	PCM (Project Cycle Management)	<ul style="list-style-type: none"> ・ Evolution of PCM ・ What is a Project? ・ PDCA Cycle + Kaizen ・ PDM (Planning Design Matrix) ・ Project Theme Selection Exercise
Week 5	Presentations	<ul style="list-style-type: none"> ・ Target Country ・ Purpose of Project ・ Project Objectives
Week 6	PDM (Planning Design Matrix) 1 Selection of a Project	<ul style="list-style-type: none"> ・ PEST Model ・ Stakeholder Theory ・ Who are the Beneficiaries? -> Bottom-Up Approach ・ Stakeholder Mind Mapping Exercise

Week 7	PDM 2 Analysis Stage	<ul style="list-style-type: none"> ・ Stakeholder Matrix ・ Classification -> Relationship Diagram ・ Detailed Analysis -> Prioritization
Week 8	PDM 3 Problem Analysis	<ul style="list-style-type: none"> ・ Voice of Beneficiaries ・ Project Theme -> Narrowing and Focusing ・ Root Cause Analysis -> Genba, Genbutsu, Genjitsu
Week 9	PDM 4 Objectives Analysis	<ul style="list-style-type: none"> ・ Genjitsu ・ Means-Ends Relationships -> Tree Diagram ・ Desired Situation -> Objectives
Week 10	PCM 5 Horizontal Logic	<ul style="list-style-type: none"> ・ Indicators and Verification ・ Assumptions and Pre-conditions ・ Inputs
Week 11	PO (Plan of Operation) 1	<ul style="list-style-type: none"> ・ WBS (Work breakdown structure) ・ PERT (Program Evaluation Review Technique)+ Critical path analysis
Week 12	PO 2	<ul style="list-style-type: none"> ・ From PDM to PO ・ PO -> GANTT Chart
Week 13	Compiling the PDM and PO	<ul style="list-style-type: none"> ・ PDM document ・ PCM terminology ・ PDM and PO input exercise
Week 14	Presentation and Inception Report	<ul style="list-style-type: none"> ・ Presentation ・ Final IPP inception report

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

・ CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

・ TIME MANAGEMENT: You are required to allocate 3-4 hours each week to prepare for class activities.

・ GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

[Textbooks]

The readings for this course will either be available on-line, through the library and/or handouts.

[References]

FASID. PCM (Project Cycle Management): Management Tool for Development Assistance. Tokyo: FASID, 2004
PCM Tokyo Group. PCM: Project Cycle Management Method. Tokyo: PCM Tokyo Group, 2004

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the university library.

[Grading criteria]

Students will be graded based on the following criteria:

- 15% Class participation
- 15% Assignments and group work
- 30% Presentations
- 40% Inception Report

Late submission of assignments will result in a lowering of a student's grade.

[Changes following student comments]

Add more exercises on how to use the PCM tools.

[Equipment student needs to prepare]

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

[Prerequisite]

Introduction to Operations Management or teacher's permission

MAN100FB-A5502

Introduction to Strategic Management

Naoki ANDO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 4/Mon.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Why do some firms succeed and others fail? Competitive strategy of firms explains a substantial part of their success and survival in markets. This course introduces students to key concepts and frameworks of strategic management. At the end of this course, students will be able to understand how firms gain competitive advantages and compete with rivals. The content of this course will become a basis for studying other courses on strategic management.

【Goal】

Objectives of this course are:

1. To learn how to analyze firms' external environments and internal resources.
2. To understand business level strategy.
3. To build skills in analyzing firms' success and failure.
4. To develop a capacity to think strategically.

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

This course is strongly related to the "DP1-1" diploma policies and fairly related to the "DP2-2", "DP3" and "DP5" policies.

【Method(s)】

This course is conducted in a classroom. However, in cases where students cannot enter Japan, the course will take the hybrid-flexible form (HyFlex, which is in-person lectures in parallel with online real-time). Students who cannot enter Japan attend lectures online.

Each session consists of lecture and discussion. Lecture introduces students to basic concepts and frameworks. Discussion and in-class exercises with regard to the concepts and frameworks, as well as case analysis, will be conducted.

In addition, students work on a team project during the semester. A team consists of 3-4 students. The number of team members may vary depending on the number of registered students. Teams are required to conduct a team project. Each team member writes up a term paper based on the team project. In week 14, teams will make a presentation of the project. Details regarding the team project will be announced in class.

Assignments are submitted in class or using Hoppii. Feedback will be given either in-class or on Hoppii.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Course overview
Week 2	What is strategy?	Definition of strategy and competitive advantage
Week 3	Analysis of external environments(1)	Analysis of general and industry environments
Week 4	Analysis of external environments(2)	Five forces model, the threat of potential entrants
Week 5	Analysis of external environments(3)	The threat of industry competitors, substitutes, suppliers and buyers
Week 6	Analysis of external environments(4)	Application of Five forces model
Week 7	Analysis of internal resources (1)	Definition of resources, capabilities and core competence
Week 8	Analysis of internal resources (2)	Resources and capabilities to gain and sustain competitive advantages
Week 9	Analysis of internal resources (3)	Application of the resource-based view
Week 10	Project proposal	Proposal of team projects
Week 11	Business level strategy (1)	Whom and what to serve
Week 12	Business level strategy (2)	Cost leadership strategy
Week 13	Business level strategy (3)	Differentiation strategy
Week 14	Presentation of projects	Final presentation of team projects

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

Students are assigned readings and cases. They also work on the team project with team members.

Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Hitt, A.H., Ireland, R.D., and Hoskisson, R.E. 2017. Strategic Management: Competitiveness & Globalization: Concepts and Cases (12th ed). Cengage Learning: CT.

More information about textbooks will be announced in week 1.

Reading materials are distributed in class or on Hoppii.

【References】

Barney, J.B. & Hesterly, W.S. 2012. Strategic Management and Competitive Advantage: Concepts and Cases. Pearson Education: NJ.

【Grading criteria】

Class participation: 50%

Team project: 25%

Individual term paper based on team project: 25%

Class participation is evaluated based on active participation in discussion and in-class exercises and contribution to the class.

More information regarding the team project will be announced in class.

【Changes following student comments】

More time will be allocated to discussions and in-class exercises.

【Equipment student needs to prepare】

PC or tablet is required to prepare for presentations and term paper.

Students who are not in Japan prepare PC or tablet to attend the class online.

【Others】

This course provides a basis for other courses on strategic management.

【Prerequisites】

None.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5503

Introduction to Accounting

Kenji KAWASHIMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course is designed to provide a basic understanding of accounting, including introductory accounting concepts, principles, and procedures. Specific attention will be devoted to the four financial statements and frameworks for understanding them, as well as ways in which to prepare financial data. Students will be expected to apply these skills to the analysis of real companies, and to interpret their respective financial statements accordingly. These cases will enable students to grasp the importance of accounting knowledge in the business world, to understand current events in terms of accounting measurements, and to communicate effectively with other professions.

【Goal】

Upon successful completion of the course, students should be able to:

- Analyze a company's annual report
- Draw conclusions about profitability, efficiency, liquidity, and solvency
- Record basic debt-credit journal entries
- Prepare simple financial statements

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

This course is strongly related to the "DP1-2" and "DP2-1" diploma policies and fairly related to the "DP1-1" and "DP2-2" policies.

【Method(s)】

- In case it is difficult to hold classes in the classroom due to COVID-19, we may plan to hold classes using Zoom and record it. The recorded lessons will be available until the next class.
- You are required to submit a photo of homework assignments to Google Classroom after checking the answer yourself. The link to Google Classroom will be posted on Hoppii.
- After the review, new topics are explained by the instructor, followed by group discussions and/or case analysis. Active participation is strongly recommended especially during discussions and analysis.
- Japanese company financial statements are used in case analysis.
- Questions and comments are welcomed at any time on the Zoom and Google Classroom.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week1	Introduction	- Basic concepts of accounting - The four financial statements
Week2	Basic concepts of financial statement	- Basic financial analysis ratios, - Accounting principles and standards
Week3	Balance sheet 1	- Assets - Liabilities - Shareholders' equity
Week4	Balance sheet 2	- Liquidity and solvency ratio - Trend and common-size analysis for balance sheet
Week5	Income statement 1	- Expenses - Revenue
Week6	Income statement 2	- Profitability ratio - Trend and common-size analysis for income statement
Week7	Intermediate exam	- Balance sheet - Income statement - Liquidity, solvency and profitability ratio
Week8	Statement of stockholders' equity 1	- Common and preferred stock - Par value and additional paid in capital
Week9	Statement of stockholders' equity 2	- Retain earnings - Treasury stock
Week10	Statement of cash flows 1	- Operating, investing and financing activities - Direct and indirect method for computing cash flow
Week11	Statement of cash flows 2	- Interpret cash flow - Trend and common-size analysis for cash flow
Week12	Inventory and property, plant and equipment 1	- Cash and cash equivalents - Account receivable

Week13	Inventory and property, plant and equipment 2	- Inventory - Property, plant, and equipment
Week14	Accounting cycle	- 10 steps of accounting cycle - Debt-Credit journal entries

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

Students are expected to spend an average of four hours preparing for this class, including answering assignments for each class.

- Readings and/or problems are assigned for each class. You should come to class prepared to discuss your analysis of the cases and its underlying problems. Regular class participation is critical to the learning process for both you and your classmates.
- Additional assignments will either be discussed in class or presented as additional cases for your benefit. I will disclose assignments for class discussion prior to their respective lectures.

【Textbooks】

Nothing in particular however, students are welcome to access topics concerning this course and its objectives in other related texts. The instructor is at liberty to provide further materials during the course of instruction.

【References】

Schoenebeck, K. P., & Holtzman, M. P. (2012). Interpreting and analyzing financial statements. Pearson Higher Ed.(6th Edition)

【Grading criteria】

Grades will be distributed according to the following weights:

Class Participation 20%
Midterm1 20%
Midterm2 20%
Final Exam 40%

【Changes following student comments】

I will cover less topics than last year to give more time to each to be covered.

【Others】

Please note that if the number of students attending the first class significantly exceeds expectation, the number of students who are allowed to register for the course will be limited in order to effectively manage the class. For this reason, if you are planning to take this course, do not forget to attend the first class.

【Prerequisites】

None.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5505

Introduction to Marketing

Shohei HASEGAWA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This is an introductory marketing course. Students will learn the basis of business and marketing through reading articles which describe actual company cases. The cases include various companies (manufacturer, service, retailing, internet technology etc.) and strategies (new product, branding, promotion, targeting etc.).

【Goal】

The goal of this class is to obtain basic marketing knowledge. Students will also learn survey, presentation and discussion skills.

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

This course is strongly related to the "DP5" diploma policy and fairly related to the "DP1-1", "DP2-2", "DP3" and "DP4" policies.

【Method(s)】

1. Case Presentation

A presentation group will report on an article written about actual business cases. The article will be distributed beforehand. The report includes (1) summary of the article and (2) surveys of companies described in the article such as business model, current market environment or competitors.

2. Group Discussion

A discussion theme related to the article will be provided by the lecturer (e.g. What is the biggest threat to the company?). Students will first discuss within each group and then feed back to the whole class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Guidance and overview of the course
2	Case (1)	Nintendo: Video game company
3	Case (2)	McDonald's: Fast food restaurant
4	Case (3)	Sony: Electronics company
5	Case (4)	IKEA: Furniture company
6	Case (5)	Starbucks: Coffeehouse chain
7	Case (6)	Facebook: Social networking service
8	Case (7)	Netflix: Video streaming service
9	Case (8)	Smart: Automobile brand
10	Case (9)	Microsoft: Technology company
11	Case (10)	7-Eleven: Convenience store
12	Case (11)	Apple: Technology company
13	Case (12)	Toyota: Automobile company
14	Case (13)	LVMH: Luxury goods company

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

All students are required to read weekly reading materials.

The presentation group is required to prepare a presentation material using PowerPoint or other software. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No textbook.

Weekly reading materials or articles will be provided by lecturer beforehand.

Cases in above spring schedule may change depending on the student interests.

【References】

・ Kotler, Philip and Kevin Lane Keller (2015) Marketing Management (15th ed.), Pearson.

・ Kotler, Philip and Gary Armstrong (2017) Principles of Marketing (17th ed.), Prentice Hall.

・ Keegan, Warren J. and Mark C. Green (2017) Global Marketing (9th ed.), Pearson.

and old editions of these books.

【Grading criteria】

・ Presentation: 30%

・ Class participation and group discussion: 40%

・ Final paper: 30%

【Changes following student comments】

Reading materials will be changed according to students' interests.

【Equipment student needs to prepare】

・ Laptop PC or smartphone for presentation and discussion.

・ Google Classroom will be used.

【Others】

Related course: Principles of Marketing

Students who wish to register for this course must attend the first class.

If the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

発行日：2021/5/1

MAN200FB-A5512

Organizational Management II

Susumu NAGAYAMA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4", "DP5" diploma policies and fairly related to the "DP3" policies.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]

Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5506

Introduction to Operations Management

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

Many students are familiar with the Toyota Production System but fewer are aware it is part of the broader business function of operations management (OM). OM is the process of transforming inputs (raw materials, information) into valued-added outputs (goods and services)—in short, the procurement, assembly and distribution of goods as well as services.

In this connection, the main objective of this introductory OM course is for students to develop a functional understanding of the main concepts and methods informing the subject of OM. Furthermore, special attention will be paid to comparing a Japanese monozukuri approach with other countries. This introduction will then form the foundation for the OMI and OMII courses.

[Goal]

By the end of the course the students should be able to:

- Understand the 3 broad areas of OM: strategic, tactical and operational
- Explain the OM concepts, principles and methods in each of these 3 areas

- Acquire critical thinking skills in analyzing the main issues in OM

The acquisition of these skills will be demonstrated through class/group work participation, assignments and reports/presentations.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP4" and "DP5" diploma policies.

[Method(s)]

THE BEST CLASSROOMS DO NOT HAVE FOUR WALLS: LEARNING TAKES PLACE ANYWHERE, ANY TIME. IN YOUR CLASSROOM, THEN, I WILL EXPECT YOU TO CONDUCT THREE ACTIVITIES. FIRST, PLEASE LOG-IN TO OUR COURSE HOPPII WEBPAGE TO FIND THE REQUIRED READING (1-3 PER WEEK). SECOND, ALSO IN OUR COURSE HOPPII WEBPAGE WILL BE A SET OF EXERCISES/ASSIGNMENTS TO DEMONSTRATE YOU COMPREHEND THE SESSION LEARNING POINTS. AND THIRD, WRITE 3 SHORT REPORTS. PLEASE KEEP TO THE STATED DEADLINES.

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course Introduction	<ul style="list-style-type: none"> · Syllabus · What is OM?
Week 2	Operations Strategy	<ul style="list-style-type: none"> · Historical Development of OM · Aligning OM Strategies with Corporate Strategy · Measuring Operations Performance · OM Manufacturing and Service Profiles
Week 3	Product Design	<ul style="list-style-type: none"> · Design of Goods and Services · Product Design Process · Reducing Product Development Lead Time
Week 4	Demand Management	<ul style="list-style-type: none"> · Handless Phone Case Study · Handless Phone Case Study Presentation
Week 5	Capacity Management	<ul style="list-style-type: none"> · Types of Processes · Process Flowcharting and Analysis · Capacity Management
Week 6	Inventory Management Services and Material Requirement Planning	<ul style="list-style-type: none"> · Types of Inventories · Functions of Inventory · Inventory Costs, Risks and Value · MRP/MRPII · Peanut Factory Case Study

Week 7	Facility Layouts	<ul style="list-style-type: none"> · Material Flow Mapping and Analysis · Theory of Constraints · Layout Design
Week 8	Midterm Examination	Midterm Exam
Week 9	Toyota Production System and Lean Systems	<ul style="list-style-type: none"> · History of Lean Production · JIT/Kamban Delivery System · Jidoka · Heijunka, Kaizen, Standardization
Week 10	Total Quality Management	<ul style="list-style-type: none"> · Translating the Voice of the Customer · House of Quality · PDCA Cycle · Statistical Quality Control and Statistical Process Control · Kaizen
Week 11	Customer and Work Flows	<ul style="list-style-type: none"> · External and Internal Customers Presentation
Week 12	Managing Information Flows	<ul style="list-style-type: none"> · Concept of Information Flows · Dependent Demand Inventory Management · Enterprise Resource Planning Systems · Automating Process Management
Week 13	Managing Projects	<ul style="list-style-type: none"> · Project Management Defined · Project Planning and the GANTT Chart · CPM and PERT Project Management Techniques
Week 14	Global Supply Management	<ul style="list-style-type: none"> · Strategic Role of Supply Management · Purchase Cycle · Make-or-Buy Break-even Analysis

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

· CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

· GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

· Preparatory study and review time for this class are 3-5 hours for each session

[Textbooks]

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

· Please wait to purchase the textbook until after the first class.

[References]

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the library.

[Grading criteria]

Students will be graded based on the following criteria:

- 15% Class participation
- 30% Group work/Case studies/Simulations
- 5% Presentations
- 25% Midterm Examination
- 25% Final Examination

Late submission of assignments will result in a lowering of a student's grade.

[Changes following student comments]

Scheduled more time for group work, especially when done on-line in break-out sessions.

[Equipment student needs to prepare]

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher at least once during the semester. Office hours will be announced at the first class.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

発行日：2021/5/1

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

[Prerequisites]

Willingness to study hard!

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5513

Organizational Behavior I

Makiko NISHIKAWA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to "Sociology", "Social Psychology" and the "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-1" and "DP3" policies.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]
Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

ECN100FB-A5508

Introduction to Statistics

Makoto TAKAHASHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：1~4
Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course introduces elementary statistics, covering basic knowledge of descriptive statistics, probability and inferential statistics.

【Goal】

After successfully completing this course, students can do the following among others: understand and explain basic concepts; and summarize and examine data using software such as Excel.

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

This course is strongly related to the "DP1-4" and "DP2-1" diploma policies and fairly related to the "DP2-2", "DP4" and "DP5" policies.

【Method(s)】

The class is a combination of lectures and (computer) exercises. In each class, we quickly review a topic by watching a video and then learn the details with discussion and exercises.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Data Basics
2	Introduction to data	Sampling principles and strategies / Experiments
3	Summarizing data	Examining numerical data / Considering categorical data
4	Probability	Random variables / Continuous distributions
5	Distributions of random variables	Normal distribution / Geometric distribution / Binomial distribution
6	Foundations for inference 1	Point estimates and sampling variability
7	Foundations for inference 2	Confidence intervals for a sample proportion
8	Foundations for inference 3	Hypothesis testing for a proportion
9	Inference for categorical data	Inference for a single proportion / Difference of two proportions
10	Inference for numerical data 1	One-sample means with the t-distribution
11	Inference for numerical data 2	Paired data / Difference of two means
12	Inference for numerical data 3	Power calculations for a difference of means
13	Introduction to linear regression	Fitting a line, residuals, and correlation / Least squares regression
14	Review / Final Exam	Review of the course / Evaluation of students' understanding

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

Complete the reading before a new unit begins, and then review again after the unit is over. Do the problem sets specified in class as a homework. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Diez, David, Mine Çetinkaya-Rundel and Christopher D. Barr (2019) OpenIntro Statistics, 4th Edition. (This book may be downloaded as a free PDF at openintro.org/os)

【References】

References will be given in class if any.

【Grading criteria】

Homework: 50%

Final Exam: 50%

【Changes following student comments】

We will spend time both on analytical and computer exercises.

【Equipment student needs to prepare】

Laptop or tablet with Excel

【Others】

Basic knowledge of Statistics will be very useful for your further study in GBP. Probability theory is used not only in Statistics but also in other subjects such as Finance and Economics. Related courses include, but not limited to, Introduction to Finance, Investments I/II, and Elementary Mathematics A/B.

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

This course has no specific prerequisites. However, familiarity of some mathematical concepts and notations at a high-school level, and working skills of Excel are desirable.

MAN300FB-A5515

Human Resource Management I

Yoshio OKUNISHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations.

Unlike many other fields in business and economics, practices of HRM are influenced greatly by country-specific factors such as labor law, social customs, economic development stage and workforce structure. So, I will spend most time in explaining practices among Japanese firms. But some common theories and international comparative perspectives are introduced as well.

More specifically, HRM I covers such topics as overview and methodology of HRM, environments of Japanese HRM, recruitment, training, promotion, performance evaluation, pay and benefits.

【Goal】

Successful students will acquire basic knowledge of HRM in Japanese firms, as well as problem-solving and critical-thinking skills in the field of human resources and organizations, both of which are applicable to all types of organizations and jobs in which students will eventually work.

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

This course is strongly related to the "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1" and "DP1-3" policies.

【Method(s)】

This is a small-size lecture, so, in principle, it is face-to-face. But, due to the coronavirus pandemic, it is likely that the lecture uses Zoom. I also use Hoppii for distributing course materials and making announcements. For each lecture time, I explain the basic knowledge of a theme, including legal framework, statistical facts, theory and arguments. Then I encourage students to express their own ideas and discuss them.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to HRM	Scope and methodology of HRM
2	Basic Principles of Human Behavior	Economic rationality and irrationality
3	Criteria to Evaluate Transactional or Organizational Performance	Efficiency and justice
4	Outline of Japanese Workforce	Demographic and workforce trends
5	Outline of Japanese Economy	Economic growth, prices and wages, and employment types
6	Staffing and Recruitment	Theory and practices, job market of new graduates in Japan
7	Human Capital Theory and Training	General and specific training, OJT and Off-JT
8	Promotion and Career Concerns	Patterns of career development and roles of promotion
9	Performance Evaluation (1)	Theory of performance evaluation
10	Performance Evaluation (2)	Practices of performance evaluation
11	Wages (1)	Typology and theory of wages
12	Wages (2)	Practices in Japan and historical changes
13	Fringe Benefits and Social Security	Theory and practices
14	HRM as a System	Complementarity among various parts of HRM

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

I urge students to attend every class and to understand the contents well enough within class. To that end, it is essential to review the lecture at home, and to ask questions at the beginning of the next class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

I do not use any textbooks which students need to purchase. Instead, I will use my own handouts and data sets. But just for your reference, many of my course materials are based on the followings.

【References】

・ Baron, James N. and David M. Kreps (1999) Strategic Human Resources. John Wiley & Sons, Inc. This is an MBA level excellent textbook of HRM, whose methodology is blend of economics and organizational behavior.

・ Lazear, Edward P. and Michael Gibbs (2015) Personnel Economics in Practice (3rd edition). Wiley. This is a readable textbook of "personnel economics" by its pioneers.

・ Although contents written in English are limited, you could find useful information in the following site of the Japan Institute for Labor Policy and Training:

<http://www.jil.go.jp/index.html>

・ Some important Japanese laws are translated into English. See the following site:

<http://www.japaneselawtranslation.go.jp/>

【Grading criteria】

I will not conduct any formal exams separately. Instead, I ask you to submit 3 or 4 assignments during the semester. The final grade is based on the sum of those assignments. If students are very diligent in class participation, I may count that as bonus (20 points at the maximum) in addition to the total.

【Changes following student comments】

I want students to ask any questions they may have. Please do not hesitate. I also want to keep more time for discussions, say using case materials.

【Equipment student needs to prepare】

Due to the coronavirus pandemic, it is likely that the lectures are held through Zoom. Thus a computer and internet accessibility will be required.

【Others】

HRM I (Fall) and II (Spring) are taught in a sequential manner. So, it is recommended to take both courses in this order if that is possible. Some basic knowledge of economics and organizational behavior is preferred, but not required.

【Prerequisites】

Among GBP subjects, the followings are closely related to this subject although they are not prerequisites: Introduction to Organizational Management, Introduction to Japanese Economy, Organizational Management I/II and Organizational Behavior I/II.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

Business Management in Japan

Yongdo KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

The following topics will be covered:

1. Arguments on business management in Japan by Japanese and foreign scholars,
2. Comparative analysis of business system between Japanese and U.S. companies,
3. Interfirm relationship in Japanese manufacturing industries and international comparative analysis of it,
4. The main bank system in Japan and international comparative analysis of it.

The objective of this course is to understand business management in Japan more deeply on the perspective of international comparisons and by case studies.

[Goal]

You will learn logical thinking and basic knowledge on business management in Japan and presentation skills by lectures, discussion, Q&A and presentation.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP5" policy.

[Method(s)]

Every week class consists of lecture, discussion on business management in Japan, Q&A, and presentation of case of Japanese companies. Class procedure:

1. The first half of every class will consist of lecture.
2. Presentation, discussion, and Q&A will be practiced in the second half of every class.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of arguments on business management in Japan and fixing of presentation schedule
2	Misunderstanding on business management in Japan	Lecture and discussion on some topics of business management in Japan
3	Argument on business management in Japan by Japanese scholar(1)	Representative argument that stresses the specialty of business management in Japan by Japanese scholar
4	Argument on business management in Japan by Japanese scholar(2)	Representative argument that emphasizes the generality of business management in Japan by Japanese scholar
5	Argument on business management in Japan by foreign scholar(1)	Representative argument that stresses the specialty of business management in Japan by foreign scholar
6	Argument on business management in Japan by foreign scholar(2)	Representative argument that emphasizes the generality of business management in Japan by foreign scholar
7	Overview of business management in post-war Japan	Characteristics of Japanese business system in the firms and between the firms
8	Comparative analysis of business management between Japan and US (1)	Do "the three sacred treasures" of industrial relations exist only in Japan?
9	Comparative analysis of business management between Japan and US (2)	Commonalities between US and Japanese firms
10	Interfirm relationship in the Japanese automobile industry(1)	Its characteristics and the process of its formation and development
11	Interfirm relationships in the Japanese automobile industry(2)	Comparative analysis between US and Japan

12	Interfirm relationship in Japan's steel industry	The case of transactions in steel products for autos in Japan's high economic growth period
13	Interfirm relationship in Japanese semiconductor industry	The case of co-development between Japanese semiconductor companies and their customers
14	The main bank system in Japan	Its characteristics and change in recent times and comparison between Japan and Germany

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

Please submit discussion sheet or reaction sheet by two days before of every week class. At least, it will need two hours every week. Please read previously assigned references before the class of every week. It will need two hours every week.

[Textbooks]

No prescribed textbooks.

[References]

Yongdo Kim(2015).The Dynamics of Inter-firm Relationships: Markets and Organization in Japan.Edward Elgar Publishing
 James C. Abegglen (2006). 21st-century Japanese management: New systems, lasting values, Palgrave Macmillan
 James C. Abegglen (1960). The Japanese factory, The Free Press.
 Hiroshi Hazama (1997). The history of labour management in Japan, Macmilan
 Kazuo Koike(1996). The economics of work in Japan, LTCB International Library Foundation
 William G. Ouchi (1981). Theory Z: how American business can meet the Japanese challenge, Addison-Wesley
 William Lazonick(2009).Sustainable Prosperity in the New Economy, Upjohn Institute
 Sanford M. Jacoby (1985). Employing bureaucracy: managers, unions, and the transformation of work in American industry, 1900-1945, Columbia University Press
 Takao Shiba and Masahiro Shimotani, eds. (1997). Beyond the firm: business groups in international and historical perspective, Oxford University Press
 Masahiko Aoki and Hugh Patrick, eds. (1995).The Japanese main bank system: its relevance for developing and transforming economies,Oxford University Press

[Grading criteria]

Term paper(40%)
 Presentation(30%)
 Discussion Sheets and reaction sheets(30%)

[Changes following student comments]

Time of discussion will be increased.

[Prerequisites]

None

PRI100FB-A5509

Introduction to Informatics

Yasushi KODAMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 2/Thu.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This course is aimed at students with little or no prior knowledge for operating computers but a desire computational approaches to problem solving. You can learn any basic computational operations using Microsoft Office software but also any theoretical meanings of informatics.

【Goal】

One of the goals of this course is to become familiar with basic operations for personal computers. Also you should learn how to solve the problems related to social sciences.

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

This course is strongly related to the "DP2-1" and "DP2-2" diploma policies and fairly related to the "DP1-4", "DP4" and "DP5" policies.

【Method(s)】

Mostly you can use the computers in the class room and you can learn any operations of computer software especially for Office software. At first you should learn how to login Windows operating system on the university's computers. After this course has started, the contents of the lesson will be provided on the Web site.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1st	Introduction	Introduction to this course. The goal of this course is specified. You can learn how to operate university's computers.
2nd	Word processing practice	Using Word Processing software, you can learn the basic operation of this software.
3rd	Electrical mail practice and networking theory	You can learn the network system and how to write e-mail scripts.
4th	Methodologies for presentation using software	Using the presentation software, you can learn the technical operations of it.
5th	Spreadsheet practice (1)	You can learn the basic operations of spreadsheets.
6th	Spreadsheet practice (2)	It will test your ability of creating spreadsheets for the business documents.
7th	Spreadsheet practice (3)	It will test your ability of creating spreadsheets using business graphs.
8th	VBA practice(1)	You can learn about VBA(Visual Basic for Applications) as spreadsheet macro programs.
9th	VBA practice(2)	You can learn about VBA programming using the variables.
10th	How to build your home pages (1)	You can learn how to start to build a page as your home pages.
11th	How to build your home pages (2)	You can learn how to build your home pages using some tags.
12th	How to build your home pages (3)	You can learn how to build your home pages using the CSS (Cascading Style Sheets).
13th	How to build your home pages (4)	You can learn how to build your home pages using new style files and new pages.
14th	Workshop for solving problem	At the workshop of classroom, you should make a plan to present how to solve the problems.

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

You should autonomously learn the basic operations of personal computers. If you can not understand the contents of the lecture, you should ask us it in the classroom or investigate it by yourself. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Specified in the lecture.

【References】

Specified in the lecture.

【Grading criteria】

Participation rate (80%) and reports to present in the lecture (20%).

【Changes following student comments】

We devise lectures so that students can solve problems autonomously.

【Equipment student needs to prepare】

N/A

【Others】

Please note that if the number of students attending the first class significantly exceeds expectations, in order for the instructor to effectively manage the class, the number of students who are allowed to register for the course may be limited.

【Prerequisites】

We will adopt practical use cases that are useful in the business field and devise to develop problem solving skills.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

Human Resource Management II

Yoshio OKUNISHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is intended to introduce students to the field of human resource management (HRM). Students learn theories and applications involved in effectively managing people in organizations.

Unlike many other fields in business and economics, policies and practices of HRM are influenced greatly by country-specific factors such as labor law, social customs, economic development stage and workforce structure. So, I will spend most time in explaining Japanese cases. But some common theories and international comparative perspectives are introduced as well.

More specifically, HRM II covers such topics as dismissal, job design, and labor-management relations. Furthermore, some current topics in HRM are covered, such as effects of aging and diminishing workforce, non-regular workers, diversity management, work/life balance and globalization.

[Goal]

Successful students will acquire basic knowledge of HRM in Japanese firms, as well as problem-solving and critical-thinking skills in the field of human resources and organizations, both of which are applicable to all types of organizations and jobs in which students will eventually work.

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

This course is strongly related to the "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-1" and "DP1-3" policies.

[Method(s)]

In case it is feasible to have face-to-face lectures in a real classroom, my lecture and the discussion among students will be the main method. I count on "Hoppii" to distribute course materials and occasionally ask students to submit written assignments.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Review of HRM I and Introduction to HRM II	Review of HRM I and the overview of HRM II
2	Separation (1)	Economic and legal perspectives
3	Separation (2)	More practical aspects
4	Separation (3)	Mandatory retirement in Japan
5	External Workforce	Outsourcing and temp agency workers
6	Job Design	Theory and practices
7	Tips for Case Studies in HRM	Useful knowledge to discuss cases in HRM
8	Discussion on a Case Study	A case on work-life balance
9	Diversity Management	Theory and empirical evidence
10	Working Hours	Situations in Japan and its regulations
11	Industrial Relations (1)	Union activities
12	Industrial Relations (2)	Labor disputes and the resolution systems
13	High-Commitment HRM	Theory and practices
14	HRM System in Japan	The wrap-up of the course and future directions

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

Preparatory study and review time for this class are 2 hours each. Before each class, read through course materials and find places where you have questions. During and after the class, you should clarify all the questions, and submit occasional assignments diligently.

[Textbooks]

I do not use any textbooks which students need to purchase. Instead, I will use my own handouts and data sets. But just for your reference, many of my course materials are based on the followings.

[References]

· Baron, James N. and David M. Kreps (1999) Strategic Human Resources. John Wiley & Sons, Inc. This is an excellent MBA-level textbook of HRM, whose methodology is blend of economics and organizational behavior.

· Lazear, Edward P. (1998) Personnel Economics for Managers. John Wiley & Sons, Inc.

· Lazear, Edward P. and Michael Gibbs (2015) Personnel Economics in Practice (3rd edition). Wiley. These two are readable textbooks of "personnel economics" by its pioneers.

· Although contents written in English are limited, you could find useful information in the following site of the Japan Institute for Labor Policy and Training:

<http://www.jil.go.jp/index.html>

· Some important Japanese laws are translated into English. See the following site:

<http://www.japaneselawtranslation.go.jp/>

[Grading criteria]

The final grade will be based on writing assignments during the semester (80%). The participation in the class is counted as well (20%). I will not conduct an in-class final exam separately.

[Changes following student comments]

I will encourage students to participate more actively in class.

[Equipment student needs to prepare]

I regularly use Hoppii to upload course materials and to direct course assignments.

[Others]

HRM I (Fall) and II (Spring) are taught in a sequential manner. So, it is recommended to take both courses in this order if that is possible. Some basic knowledge of economics and organizational behavior is preferred, but not required.

[Prerequisites]

Among GBP subjects, the followings are closely related to this subject although they are not prerequisites: Introduction to Organizational Management, Introduction to Japanese Economy, Organizational Management I/II and Organizational Behavior I/II.

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5523

Intermediate Accounting I

Mioko TAKAHASHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The objective of this course is to provide students with a sufficient understanding of the theory and practice underlying the measurement and presentation of financial information in accordance with Generally Accepted Accounting Principles (GAAP).

To help understand how GAAP is trying to measure and present business transactions in financial statements, underlying business transactions will be identified first, and then technical details of GAAP will be explained.

In addition to learning accounting concepts, methods and rules, how management's incentives can influence the decisions and estimates that are made when reporting financial statements will be discussed.

【Goal】

Students will be able to understand,

- ・ the structure of the income statement and the balance sheet and linkage between them
- ・ the basic business transactions and economic events that firms engage in
- ・ how business transactions and economic events are reported in the financial statements

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

This course is strongly related to the "DP1-2" diploma policy and fairly related to the "DP1-1", "DP2-1", "DP2-2" and "DP3" policies.

【Method(s)】

After the student's presentation based on the textbook, important issues with respect to several learning objectives in the chapter will be explained and supplemented by the instructor.

Exercises will be done to check comprehension, followed by feedback. Students' active involvement is encouraged during class. Questions and comments are welcomed at any time.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Course overview	Explain how the course will be delivered.
2	Accounting information system(1)	<ul style="list-style-type: none"> ・ Understand the basic accounting information system. ・ Record and summarize basic transactions.
3	Accounting information system(2)	<ul style="list-style-type: none"> ・ Identify and prepare adjusting entries.
4	Accounting information system(3)	<ul style="list-style-type: none"> ・ Prepare financial statements from the adjusted trial balance. ・ Prepare closing entries. ・ Prepare financial statements for a merchandising company.
5	Review and exercise session of accounting information system.	<ul style="list-style-type: none"> ・ Comprehend the Accounting cycle by doing exercises.
6	Income statement(1)	<ul style="list-style-type: none"> ・ Understand the uses and limitations of an income statement. ・ Describe the content and format of the income statement. ・ Prepare an income statement.
7	Income statement(2)	<ul style="list-style-type: none"> ・ Explain how to report various income items. ・ Understand the reporting of accounting changes and errors. ・ Prepare a retained earnings statement. ・ Explain how to report other comprehensive income.
8	Review and exercise session of income statement.	<ul style="list-style-type: none"> ・ Comprehend the income statement by doing exercises.

9	Balance sheet and statement of cash flows(1)	<ul style="list-style-type: none"> ・ Explain the uses and limitations of a balance sheet. ・ Identify the major classifications of the balance sheet. ・ Prepare a classified balance sheet using the report and account formats.
10	Balance sheet and statement of cash flows(2)	<ul style="list-style-type: none"> ・ Indicate the purpose and content of the statement of cash flows. ・ Prepare a basic statement of cash flows. ・ Understand the usefulness of the statement of cash flows.
11	Balance sheet and statement of cash flows(3)	<ul style="list-style-type: none"> ・ Identify the major types of financial ratios and what they measure.
12	Review and exercise session of Balance sheet and statement of cash flows.	<ul style="list-style-type: none"> ・ Comprehend the balance sheet by doing exercises.
13	Wrap-up	Wrap up the course
14	End of term test	60 minute test and feedback.

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

Assigned materials that will be covered should be read prior to class. It will be assumed that the required chapters have been read. Exercises will be given during class or as homework.

Students should prepare a presentation using PowerPoint slides when assigned. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

INTERMEDIATE ACCOUNTING, by Kieso, Weygandt & Warfield (16th edition), Wiley.

<http://www.wiley.com/WileyCDA/WileyTitle/productCd-EHEP003384.html#student>

eBook version is recommended.

【References】

References will be provided when necessary.

【Grading criteria】

The course grade is based on following criteria:

- Presentation based on text book (30%)
- Assignments:exercises (30%)
- End of term test (40%)

Taking the end of term test will not be allowed in the case of 4 absences or more.

【Changes following student comments】

As doing exercises and giving feedback after studying each topic would help students comprehend better, I take in exercises after learning each topic.

【Equipment student needs to prepare】

Presentation slides when assigned.

【Others】

Students who wish to register for this course must attend the first class. Class will be delivered face-to-face but due to the COVID-19 pandemic situation, it may be delivered through online system(Zoom). Please check the announcement on Hoppii before the start of this course. A PC/Tablet with a camera is required for online discussions.

Basic knowledge of financial accounting is necessary to understand and achieve the goal of this course. Taking the Introduction to accounting course in advance is highly recommended.

【Prerequisites】

Introduction to Accounting

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5518

International Business I

SUH Youngkyo

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

International business means business activity in multiple countries and regions across borders. It becomes more and more important with globalization. We have to learn the international business to understand modern society and ourselves. This lecture will learn about international business's basic concepts with actual examples of the multinational corporation's activities.

In the first half of the course, we will learn fundamental theories of international business. And then, specific functions of the MNC and the latest issues will be explained.

【Goal】

- 1 To understand the basic concepts and terms of international business
- 2 To understand the functions of the multinational corporation(MNC)
- 3 To analyze actual international business cases roughly with theories

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

There is no textbook for this course.

Lecture notes will be distributed by the website.

You can download it on your smart device or print it out.

All lectures will be broadcasted OnDemand except the first lecture(live @Zoom)

After reviewing a lecture note, students have to turn in a paper about the related issues and international business cases.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Introduction about the course. About the syllabus
2	History of international business	before WWII after WWII Multi-polar
3	FDI	Foreign direct investment definition, types, advantages
4	Global strategy	Global strategy: objectives and competitive advantages
5	Global organization	Stages of organization. Types of organization.
6	Foreign subsidiary	Foreign subsidiary definition, ownership, roles.
7	Global allocation of value chain	value chain, configuration and coordination in MNCs.
8	Global marketing	national differences, local market conditions. Global marketing process.
9	Global R&D	Patterns of global innovation. Subsidiary innovations
10	Global production	four stages of foreign production management. Cooperation between production bases.
11	Global HRM	Expatriates management. Local employee management.

12	Emerging market	Definition. Market conditions. Strategy.
13	Japanese MNC	Characteristics Transfer of Japanese management
14	Summary	Summary of the course. Future of international business.

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

Pre-learning: read your lecture note and read or watch news about related issues (70 min).

Post-learning: review your lecture note and research about related actual business cases (70 min).

【Textbooks】

None

【References】

Managing the global firm, Bartlett, C., & Doz, Y. (2014). Routledge.
Transnational Management: Text and cases in cross-border management, Bartlett, C., & Beamish, P. W. (2018). Cambridge university press.

『コアテキスト 国際経営』大木清弘 (2017) . 新世社

【Grading criteria】

10 papers, 10% x 10 = 100%

Attendance status is not included in the evaluation.

【Changes following student comments】

none

【Equipment student needs to prepare】

none

【Others】

none

【Prerequisites】

none

MAN300FB-A5525

Management Accounting

Hirotsugu KITADA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Management Accounting is an essential tool that enhances a manager's ability to make effective economic decisions. This course teaches students how to extract and modify costs in order to make informed managerial decisions.

The course covers 3 topics:

1. After an introduction, we will first focus on the interaction of Management Accounting and the business process. "Cost Behavior", "Cost Management Systems" and "Decision Making" are the key issues.
2. In the second part, we will use accounting techniques for planning and control. "Budgeting", "Variance Analysis" and "Management Control System" will be discussed.
3. The last part will be about Capital Budgeting, a technique to evaluate projects having cash flows at different moments in time.

【Goal】

After successfully completing this course, students should be able to:

- Use cost-volume-profit analysis in decision-making
- Use relevant information for decision-making, both for pricing and operational decisions
- Set-up and use a master budget
- Execute variance analysis
- Understand, define, and implement management control systems and responsibility accounting

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

This course is strongly related to the "DP1-1", "DP1-2" diploma policies and fairly related to the "DP2-1", "DP2-2", "DP3", "DP4" policies.

【Method(s)】

This course is taught primarily through lectures. Active participation, whether in the classroom or online, is encouraged.

Please register from the Google Classroom below.

<https://classroom.google.com/c/MzAwNzgyMTYxNjQx?cjc=yogwpsf>

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week1	Chapter 1: Managerial Accounting, the Business Organization and Professional Ethics	- Management Accounting and Your Career - Roles of Accounting Information
Week2	Chapter 2: Introduction to Cost Behavior and Cost-Volume Relationships	- Variable-Cost and Fixed-Cost Behavior - Cost-Volume-Profit Analysis
Week3	Chapter 3: Measurement of Cost Behavior	- Cost Drivers and Cost Behavior - Cost Functions
Week4	Chapter 4: Cost Management Systems and Activity-Based Costing	- Cost Management Systems - Traditional and Activity-Based Cost Accounting Systems
Week5	Chapter 5: Relevant Information for Decision Making with a Focus on Pricing Decisions	- Pricing Special Sales Orders - Basic Principles for Pricing Decisions
Week6	Chapter 6: Relevant Information for Decision Making with a Focus on Operational Decisions	- Make-or-Buy Decisions - Deletion or Addition of Products, Services, or Departments
Week7	Mid-term exam	Chapters 1-6
Week8	Chapter 7: Introduction to Budgets and Preparing the Master Budget	- Budgets and the Organization - Types of Budgets
Week9	Chapter 8: Flexible Budgets and Variance Analysis	- Using Budgets and Variances to Evaluate Results - Revenue and Cost Variances - The Role of Standards in Determining Variances

Week10	Chapter 9: Management Control Systems and Responsibility Accounting	- Management Control Systems and Organizational Goals - Designing Management Control Systems - Controllability and Measurement of Financial Performance
Week11	Chapter 10: Management Control in Decentralized Organizations	- Centralization Versus Decentralization - Performance Metrics and Management Control
Week12	Chapter 11: Capital Budgeting	- Capital Budgeting for Programs or Projects - Discounted-Cash-Flow Models - Sensitivity Analysis and Risk Assessment in DCF Models - The NPV Comparison of Two Projects - Relevant Cash Flows
Week13	Chapter 12: Cost Allocation	- Allocation of Service Department Costs - Allocation of Costs to Product or Service Cost Objects
Week14	Chapter 13: Accounting for Overhead Costs	- Illustration of Overhead Application - Problems of Overhead Application - Variable Versus Absorption Costing

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

Read the textbook and complete the assignments given. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Hornrgren, C. T., Sundem, G. L., Stratton, W. O., Burgstahler, D., & Schatzberg, J. (2013). Introduction to Management Accounting (16th edition, Global edition). Pearson.

ISBN-13: 978-0273790013

Students are able to purchase it from the Kindle store.

https://www.amazon.com/Introduction-Management-Accounting-Charles-Hornrgren-ebook/dp/B00IZ0B24U/ref=tmm_kin_swatch_0?_encoding=UTF8&qid=&sr=&dpID=41Pj-X1q9XL&preST=_SX342_QL70_&dpSrc=detail

【References】

No.

【Grading criteria】

Students will be evaluated based on class participation (20%), assignments (40%) and two exams (40%).

【Changes following student comments】

Not applicable.

【Prerequisites】

Introduction to Accounting is recommended to be studied.

MAN300FB-A5532

Distribution in Japan

Nobukazu AZUMA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 6/Fri.6 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

This course aims at deepening our understandings of retail and distribution system in Japan. At the end of this course, you'll have acquired hands-on knowledge on (1) the social roles of the distribution system, (2) idiosyncrasies and historical development of the Japanese retailing and distribution system and (3) some of the critical and contemporary issues surrounding retailing and distribution trades in Japan today.

[Goal]

Through participating in this course, students are expected to acquire fundamental knowledge on various types of distribution channels as well as the social roles that the distribution system plays in a given socio-cultural and economic setting. Students are also given opportunities to compare the distribution system in his / her own country with its Japanese counterpart, making use of related statistics and other secondary sources, together with some fieldworks and case-based discussions. Course assignments are designed in a way that students can develop their interests in those retailers that represent the Japanese distribution today.

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

This course is fairly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

[Method(s)]

This course consists of a combination of lectures, in-class case-based discussions, student-led presentations, guest talks and site visits.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
1	Course guidance & introduction	-Course guidance: Scope of the course and course requirements -Icebreak session -Introduction: Why do we study retailing and distribution system?
2	Retailing & distribution system and its social roles (1)	-What is retailing and distribution (system) anyway? -Why do we need merchants' intermediaries between production and consumption? -What does retail and distribution system deliver to us?
3	Retailing & distribution system and its social roles (2)	-The functions of retail and distribution system -Who perform the functions and activities in the retail and distribution system? -Who pay the costs of distribution? (The concept of distribution costs)
4	Retailing in Japan: Its structure and social roles	-What is retailing? -Who perform the roles of retailing? -Social roles expected to retailing -Factor affecting retail change (task environment and constraining environment) -Structure of Japanese retailing
5	Retail formats and retail types (1)	-Retail formats and retail types -Structure of Japanese retailing from the perspective retail types -Principal retail types
6	Retail formats and retail types (2)	Retail Business Model (RBM) innovations: Principal cases in Japanese retailing
7	Guest Lecture (1) : centering around RBM	A retail practitioner / executive will be invited for a guest talk and in-class discussion.
8	Follow up lecture of the Guest Lecture (1) and in-class discussions.	- What you'd have learned through the Guest Lecture (1) will be explained and discussed from both theoretical and practical perspectives.

9	Internationalisation of retailing (1)	-The notion of internationalisation in retailing -Retailers' motivations to internationalise their operations
10	Internationalisation of retailing (2)	-Multiple case studies of Japanese retailers' internationalisation processes are to be presented. - We'll also discuss the issues surrounding those international retailers attempt to set foot on the Japanese market.
11	Site Visit (Fieldwork)	A class field trip to a designated retail site.
12	Guest Lecture (2) : centering around retail internationalisation	A retail practitioner / executive will be invited for a guest talk and in-class discussion.
13	Follow up lecture of the Guest Lecture (2) and in-class discussions.	Some of the key issues introduced in the Guest Lecture (2) will be further discussed with both practical and theoretical implications.
14	Term-summary	The contents dealt with in the semester will be reviewed for a systemic understanding.

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

Students are expected to familiarise themselves with the phenomena pertaining to retailing and distribution trades, including retail marketing activities among Japanese firms, throughout the semester. It will help them better understand what they look at in this course.
* Students are to spend approximately a couple of hours for the preparation and review of each class.

[Textbooks]

There is no specific course textbook. Learning materials are to be distributed prior to each lecture.

[References]

Fernie,J,Fernie,S, and Moore,C. (2015) Principles of Retailing 2nd Edition,Routledge, ISBN(978-1138791954)
Goworek,H, and McGoldrick,P. (2015) Retail Marketing Management : Principles & Practice, Pearson Education, ISBN(978-0273758747)

[Grading criteria]

(1)Weekly assignment (50%)
(2)In-class contributions through discussions (20%)
(2)End-of-term assessment (short essay) (30%)

[Changes following student comments]

Having shared with students their ideas for the future course design of this subject, the structure of the course is made more towards a mixed-method one with a combination of conceptual / theoretical lectures, case studies / case discussions, guest lectures, and site visit.

[Equipment student needs to prepare]

Students are occasionally required to bring in their own PC.

[Others]

Although it is not mandatory, it is desirable to have taken a set of introductory courses in the related fields (e.g. Introduction to; organisational / strategic management, accounting, finance, marketing, and organisational management and etc.) upon registering on this class.

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5519

International Business II

Haruo HORAGUCHI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period： | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

[Goal]

[Which item of the diploma policy will be obtained by taking this class?]
This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

[Method(s)]

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

[Fieldwork in class]

[Schedule]

No.	Theme	Contents
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[Work to be done outside of class (preparation, etc.)]
Preparatory study and review time for this class are 2 hours each.

[Textbooks]

[References]

[Grading criteria]

[Changes following student comments]

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

Financial Statement Analysis

Hiroshi FUKUDA

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：2~4
Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Stakeholders such as investors, suppliers, customers, employees and regulators, etc. need to be able to analyze and interpret financial statements. Precise analysis of these documents can help both internal and external decision makers evaluate an organization's past performance and then predict its future performance. In class we focus our attention on some basic and important ratios and other analytical tools.

【Goal】

After studying Financial Statement Analysis, you should be able to:

1. Recognize and define the main elements(stock data) and ratios on the balance sheet of a corporation.
2. Recognize and define the principal elements(flow data) and ratios on the income statement of a corporation.
3. Recognize and define the principal elements(flow data) and ratios on the cash flow statement of a corporation.
4. Compute and interpret basic and important financial ratios that would be useful to each stakeholder.
5. Make use of knowledge gained in a business setting in the near future.

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

This course is fairly related to the "DP1-2", "DP1-4", "DP2-1", "DP2-2", "DP3", "DP4" and "DP5" diploma policies.

【Method(s)】

This course is comprised partly of lectures, practices, and presentations by students. In each class, the instructor will first explain the topic of the day and students will do exercises. Participants are also required to make a presentation about corporate financial strength 3(three) times per semester.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course explanation
2	BS framework	Concepts of the balance sheet and practice
3	IS and CFS framework	Concepts of the income statement and cash flow statement and practice
4	Database and other company information	How to access and use a database
5	Profitability ratios - on the income statement	Return on sales, gross profit margin, concepts and practice
6	Profitability ratios - on the balance sheet and the income statement	Return on assets, return on equity, concepts and practice
7	Liquidity ratios - on the balance sheet	Current ratio, acid-test ratio, concepts and practice
8	Liquidity ratio - additional computation	Cash ratio, concepts and practice
9	Leverage ratios	Debt ratio, times interest earned ratio, concepts and practice
10	Efficiency ratios	Inventory turnover, accounts receivable turnover, day's sales in receivables, concepts and practice
11	Valuation ratios	Earnings per share(EPS), price/earning ratio(P/E), concepts and practice
12	Additional valuation ratios	Dividend yield, payout ratio, concepts and practice
13	Final thoughts and review of the course	Q & A, practice
14	Final exam	Final exam

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

Preparing for class by reading materials will be key to succeeding in this course. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Textbooks are not used in this course. Slides(handouts) based on the following reference book will be distributed in class.

【References】

Axel Tracy(2012). *Ratio Analysis Fundamentals(2nd Edition)*, AF.

Other materials will be announced in class.

【Grading criteria】

Class contribution(presentation,discussion): 40% and Final Exam: 60%

【Changes following student comments】

The instructor will try to give a clearer explanation.

【Equipment student needs to prepare】

As free financial statements are available on the internet, a personal computer will expedite your work in class.

【Others】

Since basic knowledge of Accounting is required, it is advisable that students have taken 'Introduction to Accounting'.

【Prerequisites】

Introduction to Accounting

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5533

Operations Management I

Dennis TACHIKI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

How did the “Made in Japan” image change from shoddy goods in the immediate post-war period to its high quality image today? In answering this question, the focus in Operations Management I is on the role of monozukuri: “making things.” It is important to emphasize monozukuri lies not in the product and the service itself, but in the design process. This process consists of “design information” aimed at “delighting customers” (product development), transcribing it on a “product architecture” (production) and transmitting this “sensory experience” to customers (marketing and sales). Fujimoto (2004) argues this is the key to a Japanese style of manufacturing. Consequently the main objective of this course is to deepen the students’ understanding of these three aspects of the monozukuri process through case studies. In the first part, we begin with merging the “voice of the customer” with a company’s “intrinsic technology” in new product/service design. In the second part, we will translate these needs and capabilities into operations processes in not only the manufacturing sector, but also the services sector. In the third part, we will examine the information systems underlying a company’s supply chain. These “evolving deep layers in the design process of Japanese companies provide a window for analysing the current status of monozukuri as well as its possible future evolution.

【Goal】

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

- ・ Read and write a case study.
- ・ THEORY: Understand the key concepts and principles constituting monozukuri.
- ・ METHODS: Apply the basic approaches guiding the monozukuri design process. In this connection, students will learn how to read and write a case study.
- ・ TOOLS: Use selected problem-solving techniques in pursuing monozukuri.

These are some of the components of critical thinking so we can begin to “speak with facts and not by guts.”

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

This course is strongly related to the “DP1-1”, “DP2-1”, “DP2-2”, “DP3”, “DP4” and “DP5” diploma policies.

【Method(s)】

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course we will learn and use the case study method.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> ・ Introduction to the Course and Syllabus ・ What is monozukuri? ・ What is a case study?
Week 2	Case Study	<ul style="list-style-type: none"> ・ Introduction to 7-11 Japan case study
Week 3	Design Information (1)	<ul style="list-style-type: none"> Customers Relationships and Customer Services (Wisner, Chapter 5) ・ Collect customer information ・ Segment customers
Week 4	Design Information (2)	<ul style="list-style-type: none"> ・ Group work
Week 5	Design Information (3)	<ul style="list-style-type: none"> ・ Design a customer relationship program (House of Quality) ・ Select a customer relationship software
Week 6	Design Information (4)	<ul style="list-style-type: none"> ・ Deliver program to targeted customer segments ・ Design performance metrics

Week 7	Product Architecture (1)	<ul style="list-style-type: none"> New Product and Service Design (Wisner, Chapter 3) ・ Generate idea ・ Develop concept
Week 8	Product Architecture (2)	<ul style="list-style-type: none"> ・ Group work
Week 9	Product Architecture (3)	<ul style="list-style-type: none"> ・ Analyze and screen
Week 10	Product Architecture (4)	<ul style="list-style-type: none"> ・ Design product and processes ・ Test product
Week 11	Supply Chain (1)	<ul style="list-style-type: none"> ・ Introduce product to market Integrating Processes Along the Supply Chain (Wisner, Chapter 16) ・ Identify key trading partners ・ Establish supply chain strategies
Week 12	Supply Chain (2)	<ul style="list-style-type: none"> ・ Align key process objectives with supply chain strategies ・ Develop performance measures
Week 13	Supply Chain (3)	<ul style="list-style-type: none"> ・ Group work
Week 14	Supply Chain (4)	<ul style="list-style-type: none"> ・ Assess and improve external process integration ・ Re-evaluate annually

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

・ CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should be able to explain what are the 5W1H for each case study.

・ GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

The readings for this course will either be available on-line, through the library and/or handouts.

【References】

Joel D. Wisner. 2016 Operations Management: A Supply Chain Process Approach. Sage ISBN 9781483383064

【Grading criteria】

・ Students will be graded based on the following criterions:

15% Class participation

10% Assignments and Group work

75% Module Reports (20%, 25% and 30%)

・ Late submission of assignments will result in a lowering of a student’s grade.

【Changes following student comments】

Revise syllabus to focus on design information, product architecture and supply chain

【Equipment student needs to prepare】

・ Students are expected to bring to class a computer and/or smart phone to access the Internet.

【Others】

・ Students (or teams) should try to meet with the teacher F2F (face-to-face) and/or online at least once during the semester. Office hours will be announced at the first class.

【Prerequisite】

Introduction to Operations Management or Teacher’s permission

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

ECN300FB-A5528

Investments A

Naoki KISHIMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 3/Fri.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

First, students will be given an easy and concise overview of basic statistics concepts, including expectation, standard deviation, and correlation coefficient. Building on these concepts, students will learn an introductory modern portfolio theory, which proposes a method for building an optimal portfolio for a particular investor based on the expectation and the standard deviation of his or her portfolio. Furthermore, students will learn what is called the Capital Asset Pricing Model, which is a theoretical model about the tradeoff between risk and return on investments.

【Goal】

1. Students can compute the expected value and the standard deviation of returns of a security or a portfolio.
2. Students can describe how to construct the best portfolio for a particular investor.
3. Students can describe the differences between common and idiosyncratic risk.
4. Students can explain how diversified portfolios remove idiosyncratic risk.
5. Students can understand the tradeoff between risk and return for large portfolios.
6. Students can measure systematic risk.
7. Students can explain the Capital Asset Pricing Model (CAPM).

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP3" and "DP4" diploma policies and fairly related to the "DP1-3" and "DP1-4" policies.

【Method(s)】

This course consists of a series of lectures with a few quizzes.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction and an overview	Administrative business. In addition, students will be given an overview of this course.
2	Computation of expected returns	Students will learn how to compute the expected return on a security.
3	Computation of standard deviation	Students will learn how to compute the standard deviation of returns on a security.
4	Expected return on a portfolio	Students will learn how to compute the expected return on a portfolio based on the expected returns of securities that are invested in the portfolio.
5	Standard deviation of the return of a portfolio	Students will learn how to compute the standard deviation of the return of a portfolio based on the standard deviations of securities contained in the portfolio.
6	Investment opportunity set when there is no riskless asset.	Delineate the investment opportunity set when there is no riskless asset.
7	Diversification in stock portfolios	Students will learn how diversification affects the expectation and the standard deviation of the return on a portfolio.
8	Common and idiosyncratic risk	Students will see how the total risk of a portfolio is decomposed into common and idiosyncratic risk. In addition, they will understand the significance of this decomposition.
9	Investment opportunity set when there is a riskless asset.	Delineate the investment opportunity set when there is a riskless asset.
10	CAPM	Introduction to CAPM

11	Measuring systematic risk	Students will learn how the systematic risk of a security or a portfolio is measured.
12	CAPM	Students will learn the Capital Asset Pricing Model (CAPM).
13	Practical application of the CAPM	Students will see practical applications of the CAPM.
14	In-class exam	An examination is given that covers the entire topics covered in this course.

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

Students are expected to spend four hours for each class on studying at home by reading the assigned pages of the text in advance, solving exercise problems and preparing for quizzes to be held in class.

【Textbooks】

No text book. Instead, readings will be distributed to students in advance.

【References】

Sharpe and Alexander, Investments, Prentice Hall.
Bodie, Kane, and Marcus, Investments, McGraw Hill.
Bodie, Kane, and Marcus, Essentials of Investments, McGraw Hill.
Elton, Gruber, Brown, and Goetzmann, Modern Portfolio Theory and Investment Analysis, Wiley.

【Grading criteria】

Participation in class discussion (20%), quizzes (40%), and final exam (40%).

【Changes following student comments】

I will try to have more time for Q&A.

【Equipment student needs to prepare】

None.

【Prerequisites】

Introduction to Finance is a prerequisite. Introduction to Statistics is not a prerequisite but a course the instructor strongly recommends students to take before or concurrently with Investment A.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

ECN200FB-A5535

Principles of Macroeconomics

Mizoguchi Tetsuro

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 4/Tue.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

Macroeconomics focuses at the national level, examining the determination of important national variables, such as GDP, the rate of inflation, the level of unemployment, as well as flows of imports and exports and the balance of trade. Course participants will also understand the mechanisms for government policies to improve or hinder economic performance at the macroeconomic level.

[Goal]

This course is an introduction to the field of macroeconomics. It will give you the fundamental idea of the range of behaviors that economists investigate, introduce you to the basic tools that we use to analyze the economy, and apply these tools to government policy issues. Most importantly, this course will introduce you to the “economic way of thinking,” an approach to decision making that applies to personal decisions.

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

This course is strongly related to the "DP1-3", "DP2-1" and "DP2-2" diploma policies and fairly related to the "DP3", "DP4" and "DP5" policies.

[Method(s)]

Weekly Lecture and E-learning with questions. The e-learning platform, called “Mindtap”, is developed by Cengage Learning. Because of COVID-19 pandemic expansion, the class lectures will be held by ZOOM, the web-based online conference system.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Class 1	Introduction	Course Overview (Class Objectives, Goals etc).
Class 2	Measuring a Nation's Income	The purpose of this lecture is to provide students with an understanding of the measurement and the use of gross domestic product (GDP). GDP is the single most important measure of the health of the macroeconomy. Indeed, it is the most widely reported statistic in every developed economy.
Class 3	Measuring the Cost of Living	The purpose of this lecture is twofold: first, to show students how to generate a price index and, second, to teach them how to employ a price index to compare dollar figures from different points in time and to adjust interest rates for inflation. In addition, students will learn some of the shortcomings of using the consumer price index as a measure of the cost of living.
Class 4	Production and Growth	The purpose of this lecture is to examine the long-run determinants of both the level and the growth rate of real GDP per person. Along the way, we will discover the factors that determine the productivity of workers and address what governments might do to improve the productivity of their citizens.
Class 5	Saving, Investment, and the Financial System	The purpose of this lecture is to show how saving and investment are coordinated by the loanable funds market. Within the framework of the loanable funds market, we are able to see the effects of taxes and government deficits on saving, investment, the accumulation of capital, and ultimately, the growth rate of output.

Class 6 The Basic Tools of Finance

The purpose of this lecture is to introduce the students to some tools that people use when they participate in financial markets. We will show how people compare different sums of money at different points in time, how they manage risk, and how these concepts combine to help determine the value of a financial asset, such as a share of stock.

Class 7 The Monetary System

The purpose of this lecture is to help students develop an understanding of what money is, what forms money takes, how the banking system helps create money, and how the Federal Reserve controls the quantity of money. An understanding of money is important because the quantity of money affects inflation and interest rates in the long run, and production and employment in the short run.

Class 8 Money Growth and Inflation

The purpose of this lecture is acquaint students with the causes and costs of inflation. Students will find that, in the long run, there is a strong relationship between the growth rate of money and inflation. Students will also find that there are numerous costs to the economy from high inflation, but that there is not a consensus on the importance of these costs when inflation is moderate.

Class 9 Open-Economy Macroeconomics: Basic Concepts

The purpose of this lecture is to develop the basic concepts macroeconomists use to study open economies. It addresses why a nation's net exports must equal its net capital outflow. It also addresses the concepts of the real and nominal exchange rate and develops a theory of exchange rate determination known as purchasing-power parity.

Class 10 A Macroeconomic Theory of Open Economy I

The purpose of this lecture is to establish the interdependence of a number of economic variables in an open economy.

Class 11 A Macroeconomic Theory of Open Economy II

This lecture demonstrates the relationships between the prices and quantities in the market for loanable funds and the prices and quantities in the market for foreign-currency exchange. Using these markets, we can analyze the impact of a variety of government policies on an economy's exchange rate and trade balance.

Class 12 Aggregate Demand and Aggregate Supply I

The purpose of this lecture is to develop the model economists use to analyze the economy's short-run fluctuations — the model of aggregate demand and aggregate supply. Students will learn about some of the sources for shifts in the aggregate-demand curve and the aggregate-supply curve and how these shifts can cause recessions.

Class 13 Aggregate Demand and Aggregate Supply II

Based on the lecture of Class 13, this lecture introduces actions policymakers might undertake to offset recessions.

Class 14	The Influence of Monetary and Fiscal Policy on Aggregate Demand	The purpose of this lecture to address the short-run effects of monetary and fiscal policies. In Chapter 33, we found that when aggregate demand or short-run aggregate supply shifts, it causes fluctuations in output. As a result, policymakers sometimes try to offset these shifts by shifting aggregate demand with monetary and fiscal policy. Chapter 34 addresses the theory behind these policies and some of the shortcomings of stabilization policy.
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[Work to be done outside of class (preparation, etc.)]

Students are required to read the course textbook and supplementary materials before class. Frequently, problem sets are assigned to the class participants for the out-of-class learning purpose. Class participants are required to solve these assigned problems seriously because these problems help to understand the course materials. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

N. G. Mankiw (2021) Principles of Economics (9th Edition), Cengage Learning. (about ¥5,600 included e-learning system).

[References]

<https://www.core-econ.org/> Core Economics

[Grading criteria]

Short Quizzes and Assignments (50%), Final Examination (50%).

[Changes following student comments]

This course is English only. Class participants must speak in English.

[Equipment student needs to prepare]

Assignments are will be provided via the e-learning platform, called Mindtap, MIndtap is the computer-based e-learning platform. So students who are planning to register this course should purchase Mindtap from cengage.com

[Others]

Class participants are required to read the course textbook and supplementary materials before class. Frequently, problem sets are assigned to the class participants for the out-of-class learning purpose. Class participants are required to solve these assigned problems seriously because these problems help to understand the course materials.

[Prerequisites]

None

[Related Subjects]

Principles of Microeconomics

[Related Subject]

Introduction to Japanese Economy

[Upon threat level change]

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5542

Workshop I

Keiko OKAMOTO

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：○

【Outline and objectives】

The purpose of this course is to understand Japanese companies and their strategies by meeting people who work for the companies. Students will also learn the guest speakers' job responsibilities and their strategies.

【Goal】

Students will learn the present business environment in Japan through guest speakers' business/social experiences. Students will also put themselves in the guest speaker's working environment and identify and solve the problems following the guest speakers' lead. Students also create their own career plan in a case study.

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

This course is strongly related to the "DP2-1", "DP2-2" and "DP3" diploma policies and fairly related to the "DP1-1", "DP4" and "DP5" policies.

【Method(s)】

During the course, four guest speakers will introduce their business and social experiences. What brought them to the present situation? What industry are they in? What are their products/services? What are their marketing strategies? Why are their products/services superior to their competitors? A discussion will be held after each presentation. Students will also do background research and follow up activities on each speaker's topic. Students will write short papers (academic writing), join group discussions, and give presentations during the course. Comments on assignment and homework are provided via Hoppi & in class. Students are expected to reflect the feedback on the next assignment.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview. Company Profiles.
2	Employer or Employee	Internship and job hunting
3	Guest Speaker: Starting an Education Business	The guest speaker shares his experience as an employee and as an employer in an education business.
4	Entrepreneur and Small Business	Running a business
5	Internship Experience & Job Hunting	The guest speaker will talk about internship experience & job hunting.
6	Commercial Art in a Coffee shop	How to put artistic sense in a business.
7	Guest Speaker: Commercial Art vs. Commercial Paint	The guest speaker introduces her strategy to differentiate her business from others.
8	Review of Commercial Art as a Project Manager	The job responsibility of a project manager.
9	Develop a Business Plan	Develop a business plan based on one of the guest speakers.
10	Electric Commerce	Fashion Tech. Company research.
11	Fashion Tech	Group work. Discussions and Presentation.
12	Guest Speaker: A Global Maker	The guest speaker will talk about global strategies.
13	Group Project	Company Analysis & Strategic Comparison. Presentations.
14	Wrap up	Review of guest speakers' businesses.

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

Web & library research and readings, etc.

Preparatory study and review time for each class is 2 hours.

【Textbooks】

N/A.

【References】

N/A.

【Grading criteria】

Class participation, reaction paper, homework, - 70%

Group work participation, presentations, and individual short papers - 30%

【Changes following student comments】

Sometimes, instructions, such as homework, assignments, and/or discussion were not clear. -> I will not give through instructions on how to do your assignments as you received in high school. I am trying to give you the goal of your job by putting you in a work environment. You need to figure out the goal and the way to accomplish your job. But you can always ask questions.

【Equipment student needs to prepare】

Computer or Smartphone,
PowerPoint & Word.

【Others】

Guest speakers are subject to change. Details will be updated on the first day of class.

Please note that if the number of students attending the first class significantly exceeds expectations, the number of students who are allowed to register for the course may be limited. (This is for the instructor to effectively manage the class.)

Students who did not attend the first two weeks may not enroll in this class. (Consult with the instructor for details.)

Class attendance is mandatory.

Absences without advance notice will NOT be eligible for makeups.

*If you consider taking this class, please sign up via Hoppi as earliest possible time. You will find more information there.

【Prerequisites】

None

【Career background of the lecturer】

The instructor has worked in the Textile/Apparel and Retail/Distribution industries in a global environment.

The class is tailored for students to meet business people who established his or her reputation in the respective industry.

ECN300FB-A5529

Investments B

Yongjin KIM

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 1/Fri.1 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

[Outline and objectives]

A derivative, or derivative security is an agreement between two counterparties whose payoff depends on the value of an underlying asset. Forwards, futures, options, and swaps are representative derivatives. Derivatives are actively traded throughout the world and their market is exceedingly large. Unexpectedly, derivatives also have a long history. This course aims to help students understand the basic aspects of derivative securities and how to value them. Comprehension of derivatives will come in very useful in case you work in the financial industry in the future. Due to time constraints, swaps will be discussed only if we get ahead of schedule.

[Goal]

Upon completing this course, students will be able to

- 1) understand the characteristics of derivatives.
- 2) understand how forwards are valued.
- 3) understand how futures are valued.
- 4) understand how call and put options are valued.
- 5) solidify an understanding of business and economic news about financial markets.

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

This course is strongly related to the "DP1-1", and "DP4" diploma policies and fairly related to the "DP1-3", "DP1-4", "DP2-1", and "DP2-2" policies.

[Method(s)]

This course is basically lecture-based, but wide open to active participation in class. Slides and complementary handouts will be distributed.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction to Forwards and Futures	-forward contract characteristics -long (short) forward payoff, and profit and loss, and its diagram -counter party credit risk -futures contract
2	Introduction to Call Options: Part 1	-call option characteristics -long (short) call payoff, and profit and loss
3	Introduction to Put Options: Part 2	-call option moneyness -early exercising -comparison of call options and forwards/futures
4	Introduction to Put Options	-put option characteristics -long (short) put payoff, and profit and loss -put option moneyness -early exercising -comparison of put options, call options, and forwards/futures
5	Useful Quantitative Concepts for Pricing and Valuation: Part 1	-compounding conventions -calculating future value and present value -identifying continuously compounded interest rates
6	Useful Quantitative Concepts for Pricing and Valuation: Part 2	-volatility and historical standard deviation -interpretation of standard deviation -annualized standard deviation
7	Useful Quantitative Concepts for Pricing and Valuation: Part 3	- understanding the standard normal cumulative distribution function - z-score
8	Introduction to Pricing and Valuation: Part 1	-concepts of price and value of a forward contract -forward price -forward value

9	Introduction to Pricing and Valuation: Part 2	-option value: Black-Scholes model -calculating the Black-Scholes model -Black-Scholes model assumptions -implied volatility
10	Understanding Pricing and Valuation: Part 1	-review of payoff, price, and value equations -risk-neutral valuation -probability and expected value concepts
11	Understanding Pricing and Valuation: Part 2	-understanding the Black-Scholes equation for call and put values -understanding the equation for forward and futures price
12	The Binomial Option Pricing Model: Part 1	-option valuation based on one-period binomial model
13	The Binomial Option Pricing Model: Part 2	-two-period binomial model -multi-period binomial model
14	Wrap-up and In-Class Final Exam	-brief summary -final examination

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

Students should read course materials before class and should not miss the deadline for homework assignments. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Gottesman, Aron, Derivatives Essentials: An Introduction to Forwards, Futures, Options, and Swaps, Wiley, 2016.

[References]

Hull, John C., Fundamentals of Futures and Options Markets, recent editions, Pearson.

[Grading criteria]

Grades will be based on the following composition:
class participation (20%),
homework assignment (30%),
and final examination (50%).

[Changes following student comments]

I will try to make explanations much easier to understand.

[Equipment student needs to prepare]

The Microsoft Excel will be often used as a calculation tool. It would be better if students had a basic knowledge of MS-Excel.

[Prerequisites]

It is advisable that students have taken the Introduction to Finance and/or Introduction to Statistics, or have equivalent knowledge about them. However, I will explain useful quantitative concepts for pricing derivatives from the basics, so any students interested in derivatives are highly welcome.

ECN300FB-A5536

Principles of Microeconomics

Rika TAKAHASHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 3/Tue.3 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

This class aims to help with the understanding of basic concepts and analytical methods of microeconomics at the introductory level. It focuses on decision-making of individuals and firms and the allocation of scarce resources in society. Topics are Supply and Demand, Equilibrium, Welfare Economics, The Role of Government in Markets, Markets and Competition, and Market Failure. Also, how microeconomics principles are applicable to the real world issues as well as to other academic fields will be discussed.

【Goal】

By the end of the course, students will be expected to:

- (1) Understand key economic models.
- (2) Understand key concepts in the textbook.
- (3) Acquire basic skills in order to make graphs and mathematical formulas.
- (4) Solve problem sets.
- (5) Evaluate daily life topics and current economic and business news from the viewpoint of microeconomic theory.

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

This course is strongly related to the "DP1-3", "DP2-1" and "DP2-2" diploma policies.

【Method(s)】

This course consists mainly of lectures and subsequent exercises. After understanding the basic idea of microeconomics, students will solve problems and take quizzes in class. Also, problems will be assigned as homework. Students are required to use the online learning software, MindTap, to do homework. All materials including lecture notes will be posted on either MindTap or Hosei's class support online system, "H'etudes".

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Guidance on syllabus, semester schedule, usage of online materials, and class rules.
Week 2	Supply and Demand 1	Basic model using supply and demand curves.
Week 3	Supply and Demand 2	Changes in market outcomes, given changes in the demand and supply curves.
Week 4	Elasticity	Analysis using elasticity; "Do technological innovations increase the revenue of firms?"
Week 5	Markets and Welfare 1	Measurement of consumer surplus.
Week 6	Markets and Welfare 2	Measurement of producer surplus.
Week 7	Supply, Demand, and Government Policies 1	Price controls; effects of minimum wage and legislation on market outcomes.
Week 8	Supply, Demand, and Government Policies 2	Taxes; effects of taxation on market outcomes.
Week 9	Government Policies and Welfare	The deadweight losses of taxation.
Week 10	Markets and Competition	Perfectly competitive markets and market efficiency.
Week 11	Market Failures 1: Overview	Imperfectly competitive markets and market inefficiency.
Week 12	Market Failures 2: Externalities	Externalities and market inefficiency.
Week 13	Market Failures 3: Imperfect Competition	Introduction to Game Theory; firms' decision making under interdependence.
Week 14	Review and Final Exam	Review and Final Exam.

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

Students are expected to read the assigned textbook before class and do homework after class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Mankiw, G. N. (2017) Principles of Economics (8th edition), Cengage Learning.

The Mankiw's textbook and accompanying online materials are the same materials used in the Introduction to Japanese Economy class. Students who have already paid for annual use of these materials in the 2019 spring semester do not need to purchase them again. Other students should not purchase the textbook until the first class meeting. Details will be given at that time.

【References】

Other supplementary materials will be provided during the semester.

【Grading criteria】

Class participation: 20%

Homework and exercises: 40%

Final exam: 40%

【Changes following student comments】

In order to gain practical skills, I will give you more opportunities for exercises.

【Equipment student needs to prepare】

Students are expected to bring a computer in class to access the online materials.

【Prerequisites】

This course is highly related to Introduction to Japanese Economy and Principles of Macroeconomics. Students are strongly encouraged to take them before or after taking this course.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5543

Workshop II

Azusa Ebisuya

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Many foreign students in Japan encounter difficulties in finding jobs in Japan because of their limited information of recruitment, the knowledge of the manner of job-hunting, and language ability. Many foreign workers, on the other hand, are tackling issues related to adapting the corporate culture, building interpersonal relationships at work, and maintaining their work-life-balance. This course will provide the students with opportunities to know the tips of finding suitable jobs in Japan, maintaining the joy of working, and succeeding as foreign workers in Japanese companies through hearing real-life scenarios from practitioners.

【Goal】

The students are expected to obtain understanding on critical issues faced by foreign employees in Japanese companies, and how these issues are being tackled. The students will be able to effectively blend in with the Japanese community and/or work environments based on the knowledge obtained through this course.

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

This course is strongly related to the "DP1-1", "DP2-2" and "DP4" diploma policies and fairly related to the "DP1-4" and "DP3" policies.

【Method(s)】

This course will comprise meaningful talks by practitioners, question and answer sessions, and discussions. The guest speakers will be invited from Japanese companies located in Tokyo and surrounding area, which include both big and small-to-medium-sized enterprises (SMEs). The students will be assigned to give a presentation as well as to write a term-paper at the ending of the course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Overview of the list of speakers How to prepare for each class
Week 2	Guest Talk and discussion (1)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in Japan) Practical advice for the participants
Week 3	Guest Talk and discussion (2)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in home country) Practical advice for the participants
Week 4	Guest Talk and discussion (3)	<ul style="list-style-type: none"> Prepare for job-hunting as a foreigner (educated in the third country) Practical advice for the participants
Week 5	Guest Talk and discussion (4)	<ul style="list-style-type: none"> Experiences of job-hunting in Japan as a foreigner Practical advice for the participants
Week 6	Guest Talk and discussion (5)	<ul style="list-style-type: none"> Difficulties faced by job-hunting foreign students and solutions for the problems Practical advice for the participants
Week 7	Guest Talk and discussion (6)	<ul style="list-style-type: none"> Experiences of working in a Japanese SME Practical advice for the participants
Week 8	Guest Talk and discussion (7)	<ul style="list-style-type: none"> Experiences of working in a Japanese large enterprise Practical advice for the participants
Week 9	Guest Talk and discussion (8)	<ul style="list-style-type: none"> Experiences of working in a non-Japanese company operating in Japan Practical advice for the participants

Week 10 Guest Talk and discussion (9)

- Experiences of working in educational institute
- Practical advice for the participants

Week 11 Guest Talk and discussion (10)

- Difficulties faced by foreign workers in Japan and solutions for the problems
- Practical advice for the participants

Week 12 Students' presentations and review (1)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

Week 13 Students' presentations and review (2)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

Week 14 Students' presentations and review (3)

- Individual presentation based on a personal research topic related to the course theme
- Review and discussion based on the topics brought by students

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

Students are expected to read the materials and prepare a few questions. The materials for each week will be shared through the web-system. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in discussions: 28%
 Preparing questions for the speaker: 20%
 Presentation: 22%
 Term paper: 30%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

【Others】

This course will invite practitioners as guest lecturers from Japanese big and small-to-medium-sized enterprises. Guests will include CEOs of IT companies, team managers having international colleagues, and non-Japanese team-managers who are training international workforce.

【Prerequisites】

None

MAN200FB-A5538

Entrepreneurship

Noriko TAJI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：火 5/Tue.5 | Campus：市ヶ谷 / Ichigaya | Grade：2～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The class aims to learn how to found a startup and expand its business. The operation is conducted on the basis of interactive discussions with classmates, a teacher, and guests.

This lecture covers the following:

1. To learn the basic theory of entrepreneurship known globally
2. To experience the method of idea generation and business planning
3. To learn resource assembly, organizational design and strategy from business cases and a guest speaker

【Goal】

Students will understand the process of entrepreneurship from opportunity recognition to execution.

Students will learn the method of idea generation.

Students will practice business planning.

Students will confirm the theory and knowhow of entrepreneurship by reading business cases.

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

This course is strongly related to the "DP1-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP1-2", "DP2-1" and "DP3" policies.

【Method(s)】

The class starts on April 21. The starting two weeks will be conducted by delivering documents and video files.

A short video is uploaded on Hosei system. A long video is uploaded on a private URL of YouTube. Videos will disappear in two weeks.

Please upload your assignment on Hosei system till the deadline.

This class is a mix of lecture and action learning.

Students make presentations of business ideas and discuss them with each other on Zoom system.

Students cultivate their business plans for several weeks and hand in final presentations.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction of entrepreneurship	Entrepreneur's voice video
2	Entrepreneur's impact on the economy and society	Introducing favorite entrepreneur
3	Lean Startup1	Idea generation & Minimum Viable Product
4	Lean Startup2	One minute idea pitch & Understanding business model canvas
5	Lean Startup3	Using business model canvas
6	Notion of Entrepreneur and Startup	Definitions by Schumpeter, Kirzner, etc.
7	Real entrepreneurship 1	Guest speaker talk
8	Entrepreneurial process	Opportunity Recognition & Exploitation, Execution
9	Entrepreneurial ecosystem	Understanding Silicon Valley
10	Management team	LinkedIn case 1 & Using business model canvas
11	Venture finance	LinkedIn case 2
12	Effectuation	LinkedIn case 3
13	Real entrepreneurship	Guest speaker talk
14	TBD	Final presentation of business model, etc.

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

Considering a business idea and making a business plan

Reading business cases Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No specified textbooks

【References】

A General Theory of Entrepreneurship, Scott Shane, Edgar Elgar, 2003.

Entrepreneurship, William Bygrave and Andrew Zacharakis, John Woley & Sons, 2008.

【Grading criteria】

assignments (50%), class participation (20%) and final report (30%)

【Changes following student comments】

Students can get a lot of essence and tips from talks of entrepreneurs and investors while improving their own idea.

【Equipment student needs to prepare】

PC

【Career background of the lecturer】

Industrial experience working for a large company and startup, and experiencing external directors of public companies in Japan.

【interest】

Innovation Management

High-tech startups

Entrepreneurship

【Representative English papers】

"Resource Acquisition in High-Tech Startup Global Strategies" Noriko Taji, *Technology, Innovation, Entrepreneurship and Competitive Strategy*, Emerald Publishing Group, Vol.14, pp.263-287, 2014

"Guesss Country Report, Japan," Noriko Taj, et.al., Global University Entrepreneurial Spirit Students' Survey, University of St.Gallen, 2012, 2014, 2016.

"Psychological Predictors of Entrepreneurial Interest in Japan," Noriko Taji & Yu Niiya, *Innovation management*, Hosei University, No.9, pp.61-72, 2012

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

Special Topics in Global Business B

Azusa EBISUYA

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will provide you with a simulation to plan a stall (stand) at a festival which can attract international customers, think about best method of marketing it, and suggest the effective selling strategies through working with your international team members. This provision will surely benefit you when you start new business in the future.

【Goal】

Through the interactive learning experiences, you are expected to understand how to collaborate with team members effectively, generate original and meaningful ideas, and open an attractive stall at a festival (simulation).

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

This course is strongly related to the "DP1-1" and "DP2-2" diploma policies and fairly related to the "DP3" and "DP4" policies.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating you to get involved in the class actively. You will have to work with your team members on discussions and tasks.

You will have a sheet to submit at some classes and two team-presentations during the course. After the course ends, you will have to submit an essay.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Course overview How to benefit from the simulation classes
Week 2	Understanding team collaboration	<ul style="list-style-type: none"> What is team? Expected performance of successful teams
Week 3	Team making and building up	<ul style="list-style-type: none"> Team building-up activity Team development
Week 4	Conceptualization of your festival stall	<ul style="list-style-type: none"> Idea generation Idea screening Concept development
Week 5	Marketing research (1)	<ul style="list-style-type: none"> Idea screening SWOT analysis Potential customers of your stall
Week 6	Marketing research (2)	<ul style="list-style-type: none"> Questionnaire preparation Survey methods
Week 7	Preparation for mid-course presentation	<ul style="list-style-type: none"> Data preparation Discover, detain, distill, document, and deliver
Week 8	Mid-course presentation and review	<ul style="list-style-type: none"> Initial team presentation Review and discussion
Week 9	Stall design (1)	<ul style="list-style-type: none"> Stall name Products or service to sell

Week 10	Stall design (2)	<ul style="list-style-type: none"> Detailed designing of your stall Attractive logo
Week 11	Selling strategies (1)	<ul style="list-style-type: none"> Basic selling strategies Effective ways of sales promotion
Week 12	Selling strategies (2)	<ul style="list-style-type: none"> How to advertise your stall in a cost-free way? SNS as a advertisement tool
Week 13	Final team meeting and interview	<ul style="list-style-type: none"> Preparation of the final team presentation Interview on team collaboration
Week 14	Course-ending presentation	<ul style="list-style-type: none"> Final team presentation Review and discussion

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

The students are expected to read the materials for each class beforehand and prepare for team-discussions during the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Slides and additional reading materials will be provided through Hoppii (Hosei portal site).

【References】

Supplementary reading materials and/or websites will be shared through Hoppii (Hosei portal site).

【Grading criteria】

Participation in discussions: 20%

Sheet submission: 30%

Contribution to the mid-course team presentation: 15%

Contribution to the course-ending team presentation: 15%

Essay: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use Hoppii (Hosei portal site) for sharing reading materials and handouts, and submitting papers.

【Others】

This course is related to the course entitled "Special Topics in Global Business A" delivered by the same instructor.

【Prerequisite】

None

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN300FB-A5551

Seminar

Yasuto DOBASHI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Values and systems which can be considered features of the post-World War II era are faced with issues potentially placing them in jeopardy. Through discussion and exploration of written materials, students will consider democracy in crisis, division within society, the impact of immigration and changes within business and production.

Can democracy survive the global reach of 'populism', with the spread of clientelism or crony capitalism? How is growing inequality and poverty, with widespread deprivation, being targeted in policy? How should social cleavage impacted by immigration be dealt with? How can the labour force adapt to changes in production and business? Can financial crises be circumvented in the era of unprecedented levels of debt? Is it possible to mitigate tensions amongst nations? Is society on the cusp of a great transformation? In the current climate, how has Covid-19 affected the momentum behind these aspects? To consider these burning questions, students will be offered access to empirical and theoretical knowledge, and insight into the features of various countries and historical development to deepen understanding of economic and political issues, essential for policy discussion and evaluation.

【Goal】

1. To broaden understanding of theoretical, historical and institutional aspects of policy.
2. To gain a perspective of development, trends, and features of policy.
3. To make critical analysis of economic and political issues.
4. To participate in discussions and contribute to the development of group knowledge and understanding.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

This course will be conducted in a seminar format. Students will be required to participate in discussion following presentations. Students will receive verbal feedback during seminars and written feedback for the written report. My office hour will be held weekly and students should arrange an appointment if a meeting is required.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course guidance
2	Investigating Policy Issues (1)	Globalisation and economy
3	Investigating Policy Issues (2)	Globalisation and society
4	Investigating Policy Issues (3)	Democracy and its threats
5	Investigating Policy Issues (4)	Inequality, poverty and discrimination
6	Policy Discussion (1)	How to manage a sustainable economy; fiscal and monetary policy
7	Policy Discussion (2)	How can growing inequality and poverty be tackled?
8	Policy Discussion (3)	How to enhance democratic governance?
9	Presentation - policy proposal (1)	Presentation of policy proposal
10	Presentation - policy proposal (2)	Presentation of policy proposal
11	Policy Discussion (4)	How to mitigate conflict between freedom of movement and division in societies?
12	Policy Discussion (5)	How to heal frozen international relations?
13	Presentations (1)	Presentations of policy evaluation.
14	Presentations (2)	Presentations of policy evaluation.

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

Students will be notified of required readings prior to the seminar, and will be expected to read these in advance of attending. Preparation (reading, reviewing and independent research) for seminars is expected to take approximately four hours per week, totaling approximately 70 hours for this course.

【Textbooks】

There is no textbook required for this course.

【References】

This list provides suggested reading for those who wish to develop their knowledge around the subject.

Indicative Reading List

1. Globalisation, International/Global Political Economy
· Gilpin, Robert, *The Political Economy of International Relations* (Princeton: Princeton University Press, 1987).

· Hague, Rod, Martin Harrop and John McCormick, *Comparative Government and Politics, eleventh edition* (London: Red Globe Press, 2019).

· Held, David and Anthony McGrew, *Globalization / Anti-Globalization: Beyond the Great Divide, second edition* (Cambridge: Polity Press, 2007).

· Lijphart, Arend, *Patterns of Democracy: Government Forms and Performance in Thirty-Six Countries* (New Haven: Yale University Press, 1999).

· Ravenhill, John, *Global Political Economy, fifth edition* (Oxford: OUP, 2017).

· Scholte, Jan Aart, *Globalization: a critical introduction, second edition* (Basingstoke: Palgrave Macmillan, 2005).

· Steger, B. Manfred, *Globalization: A Very Short Introduction, fourth edition* (Oxford: OUP, 2017).

2. 'Welfare State' and Social Policy

· Fraser, Derek, *The Evolution of the British Welfare State, fifth edition* (London: Palgrave, 2017).

· Garland, David, *The Welfare State: A Very Short Introduction* (Oxford: OUP, 2016).

· Greve, Bent (ed.), *Routledge Handbook of the Welfare State, second edition* (London: Routledge, 2019).

3. Misc.

· Banerjee Abhijit V. and Esther Duflo, *Good Economics for Hard Times* (New York: Public Affairs, 2019).

· Mazzucato, Mariana, *The Value of Everything: Making and Taking in the Global Economy* (London: Allen Lane, 2018).

· Piketty, Thomas, *Capital in the Twenty-First Century* (Massachusetts: Harvard University Press, 2014).

· Stuckler, David and Sanjay Basu, *The Body Economic: Why Austerity Kills* (New York: Basic Books, 2013).

【Grading criteria】

The grade for this course will be assessed via: participation in course discussion (50%); short report of a policy proposal (20%); and evaluation of policy in a presentation format (30%).

【Changes following student comments】

Student feedback received during seminars and office hour will be reflected in subsequent sessions.

【Equipment student needs to prepare】

Not required for this seminar.

【Others】

My office hour will be held weekly, and a meeting can be reserved on request.

【Prerequisites】

None.

MAN200FB-A5539

Special Topics in Management A

Keiko OKAMOTO

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 4/Wed.4 | Campus：市ヶ谷 / Ichigaya | Grade：2~4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Students will learn fashion businesses in Europe, America, and Japan by observing historical and geographical development of the textile and apparel industries. Students will discuss and analyze strategies of various fashion companies in groups and in workshops. Students will also learn how corporate social responsibilities are treated by the industries and companies.

【Goal】

Students will understand the current global fashion business and how they are operated. Students will gain abilities to collect facts, analyze them, and state their ideas logically.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

Homework (preparations & reviews), Lectures, Case Studies, Workshop, and Discussions. Group Projects, Presentations, and individual Essays.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction Fashion Business 1	Course overview Japan, Europe, and United States
2	Fashion Business 2	Supply Chain, textile manufacturers, apparel manufacturers, retail, SPA retailers. and Fast Fashion
3	American Fashion Business 1	Levi's: company profile, history, and strategies.
4	American Fashion Business 2	The U.S. Industrial Revolution in textiles American History Summary
5	American Fashion Business 3	GAP: Company profile, history, and strategies. GAP vs Levi's
6	Japanese Fashion Business 1	Trading houses and wholesalers. Shipping costs and containers.
7	Japanese Fashion Business 2	Strategic differences between Fast Retailing and Adastria. Comparison of order quantities.
8	Japanese Fashion Business 3	Japanese textile & apparel industries in comparison with European and American counterparts. Tariffs & quotas and trade agreements.
9	European Fashion Business 1	Haute Couture, Pret-a-Porter, and licencing.
10	European Fashion Business 2	Designer brands, luxury brands vs capitalists. Mass-production and labor costs.
11	Global Fashion Business 1.	Advertisements and perceived quality. It bags!
12	Global Fashion Business 2.	Corporate social responsibilities and intellectual property rights.
13	Global Fashion Business 2. Class Project Preparation.	Fast fashion and beyond. Product development, production, and e-commerce.
14	Class Project.	Class project and Presentation.

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

Homework: preparations & reviews. Readings, Summarizing, Internet searching. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

N/A

【References】

Kunz, Grace I., Garner, Myrna B. Going Global: The Textile and Apparel Industry. Fairchild Books, 2016.

Cline, Elizabeth I. Overdressed: The Shockingly High Cost of Cheap Fashion. 2012

Rivoli, Pietra. The Travels of a T-shirt in the Global Economy: an Economist Examines the Markets, Power and Politics of World Trade. John Wiley & Sons, Inc. 2005.

Thomas, Dana. Deluxe: How Luxury Lost its Luster. Penguin Books Ltd. 2007.

【Grading criteria】

Homework: preparations & reviews 40%
Class Participation & Reaction Paper 28%
Class Project (group and/or individual) 7%
Essay 25%

【Changes following student comments】

Class attendance and participation are important.
Class progress will be depending on students' homework (preparatory and review) qualities.

【Equipment student needs to prepare】

PowerPoint may be used for the class presentation.

【Prerequisites】

None

【Others】

The instructor has worked in the Textile/Apparel and Retail/Distribution industries in a global environment.

The class is tailored for students to explore various companies and their strategies.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN100FB-A5546

Special Topics in Global Business C

Dennis TACHIKI

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル：○ 成績優秀： 実務教員：

【Outline and objectives】

Traditionally, the answer to the question "What is the purpose of a company?" is simply "to make an economic profit." Throughout the late 20th century NGO (non-government organizations) and other stakeholders have put pressure on companies to assume a greater social and environmental responsibility. Now in the 21st century, as companies move overseas to developing countries, companies are facing demands to contribute to national economic development. The rise of a new type of company, the social enterprise, is an attempt to address these broadening business demands.

The main objective of this course is to introduce students to this alternative way to conduct international business, especially in developing countries. In addition, students will learn how to write their own business plan for implementing a social enterprise.

【Goal】

By the end of the course, students should be able to:

- Understand the role of social enterprises in a national economy
- THEORY: Comprehend the key research from BoP to SE
- METHOD: Develop and write each element of a business plan
- TOOLS: Apply the problem solving tools required to understand the business environment and company strategy

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

This course is strongly related to the "DP1-1" and "DP2-2" diploma policies and fairly related to the "DP3" and "DP4" policies.

【Method(s)】

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. This will be particularly the case in the second half of the semester. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> · Syllabus · What is a SE (social enterprise)? · SE and Social Innovation
Week 2	From BoP to SE Ecosystems	<ul style="list-style-type: none"> · Types of SE -> Legal, Tax, Funding · BoP (bottom of the pyramid) -> Drivers of SE · Case examples
Week 3	SE Business Idea (1)	<ul style="list-style-type: none"> · Creating buying power (credit access and income generation) · Brainstorming · Value proposition, price, delivery (bottom up innovation)
Week 4	SE Business Idea (2)	<ul style="list-style-type: none"> · Business idea presentation · Sustainable development and triple bottom line (economic, social, environmental) · Balanced scorecard
Week 5	Marketing (1) Social Strategy	<ul style="list-style-type: none"> · Shaping aspirations consumer education) · Voice of the customer (tailored product development) · Market segments and targets · Market data
Week 6	Marketing (2) Triple Bottom Line	<ul style="list-style-type: none"> · 3Ps (product, price, promotion) · Improving access for BoP markets · Brick and click business models
Week 7	Competition Analysis (1)	<ul style="list-style-type: none"> · Sources of business information · Benchmarking (competitive and strategic)
Week 8	Competition Analysis (2)	<ul style="list-style-type: none"> · SWOT matrix · Indigenous innovation development · Midterm report

Week 9	Operations Management(1) Organizing	<ul style="list-style-type: none"> · Legal Status of SE (LLC, KK, etc) · Facilities and lay-out
Week 10	Operations Management (2) Scaling	<ul style="list-style-type: none"> · Supply chain (distribution and communication links) · Scalling Social Impact
Week 11	Social Finance Data (1) Triple Bottom Line	<ul style="list-style-type: none"> · Impact Investing -> Measures and Evaluation · Profit/loss statement
Week 12	Social Financial Data (2)	<ul style="list-style-type: none"> · Cash flow statement · Breakeven analysis · Powerpoint format and presentation skills
Week 13	Presentation	<ul style="list-style-type: none"> · Presentation · Final business plan
Week 14	Final Business Plan	<ul style="list-style-type: none"> · Group Discussion · Kaizen Points

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

· CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

· TIME MANAGEMENT: You are required to allocate 3-4 hours study time each week to prepare for class activities.

· GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

【Textbooks】

The readings for this course will either be available on-line, through the university library and/or as hand-outs.

【References】

Kickul, J.R. & Lyons, T.S. Understanding Social Entrepreneurship: The Relentless Pursuit of Mission in an Ever Changing World (2nd ed.). New York: Routledge, 2016

Prahalad, C.K. The Fortune at the Bottom of the Pyramid. Philadelphia: Wharton School Publishing, 2006

Vexler, D. What exactly do we mean by systems? Stanford Social Innovation Review (2017, June 22)

Bradrach, J. Scaling impact. Stanford Social Innovation Review. (2010, Summer)

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the university library.

【Grading criteria】

Students will be graded based on the following criterions:

- 15% Class participation
- 15% Assignments and/or group work
- 10% Presentations
- 60% Business plan report

Late submission of assignments will result in a lowering of a student's grade.

【Changes following student comments】

More case study examples.

【Equipment student needs to prepare】

Students are expected to bring a computer and/or smart phone to access the Internet and do statistical calculations.

【Others】

Students (or teams) should try to meet with the teacher F2F (face-to-face) and/or online at least once during the semester. Office hours will be announced at the first class.

【Prerequisite】

Suggest student to enroll in this class in their second year.

【Upon threat level change】

Please note that the teaching approach may vary according to which threat level we are at: at level 1, this course will be held on campus, though at level 2, it will be held online.

MAN200FB-A5552

Seminar

Dennis TACHIKI

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This seminar is a continuation of the Fall course focusing on international public projects (IPP)—that is, a project financed by a government and is typically owned, and may be operated by the government. The financing of IPP is through overseas development assistance (ODA). ODA refers to money developed countries provide to promote economic development and public welfare in developing countries. For example, after World War II, the World Bank provided ODA to Japan for building its national infrastructure systems (highways, telecommunications, harbors, dams, etc) and more famously the Shinkansen (bullet train). Now that Japan is a developed country, the main agency responsible for dispersing Japanese ODA is the Japan International Cooperation Agency (JICA). JICA IPP are mainly related to the United Nations' MDGs (Millennium Development Goals) in such areas as poverty alleviation, environmental issues and social issues, such as gender equality, and other goals.

In this connection, the main objective of this course is for students to develop and write their own IPP.

This seminar should become a valuable learning opportunity for students who wish to find employment after graduation in international organizations.

[Goal]

By the end of the course, students should be able to:

- ・ Understand and explain the purpose and role of international public projects.
- ・ Apply the problem solving tools required to implement the Project Cycle Method
- ・ Write and use an Inception Report.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

[Method(s)]

Active Learning is the main teaching approach for this course. Active learning requires the students to take the lead in the learning process with the instructor acting as a facilitator. Some examples of active learning are pair-discussion, group work, case studies, simulations, presentations, reaction paper, experiential learning, etc. In this course, particular attention is paid to an experiential learning approach where students plan and do, then check and reflect on their Projects. This will be particularly the case in the second half of the semester.

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

あり / Yes

[Fieldwork in class]

あり / Yes

[Schedule]

No.	Theme	Contents
Week 1	Introduction to Course	<ul style="list-style-type: none"> ・ Syllabus ・ Project Management Case Studies ・ Project Instructions
Week 2	Project Team	<ul style="list-style-type: none"> ・ Mondai Ishiki ・ Project Theme
Week 3	Project Theme	<ul style="list-style-type: none"> ・ Theme Discussion and Selection ・ Introduction to PDM (project design matrix) ・ Background Research
Week 4	Project Design Matrix (1)	<ul style="list-style-type: none"> ・ Background Research -> Narrative Summary ・ Outputs -> What is an Indicator? ・ Statement of Work -> Activities
Week 5	Project Design Matrix (2)	<ul style="list-style-type: none"> ・ Background Research -> Indicators, Means of Verification, Assumptions ・ PowerPoint Slide Format+ Alternative Software ・ Root Cause Analysis
Week 6	Project "PLAN"	<ul style="list-style-type: none"> ・ Work Breakdown Structure ・ CPM/PERT Flow Chart ・ Critical Path Analysis
Week 7	PLAN (2)	<ul style="list-style-type: none"> ・ Evaluation and Monitoring ・ Staffing and Resources ・ Revise PDM

Week 8 PLAN (3)

- ・ What is a GANTT Chart?
- ・ Plan of Operation (PO)

Week 9 Project "DO"

- ・ 5W1H of GANTT Chart
- ・ Data Collection · Simulation and/or Field Work Progress Report

Week 10 DO (2)

- ・ Kaizen Discussion
- ・ Simulation and/or On-Line Progress Report

Week 11 Project "CHECK"

- ・ Kaizen Discussion
- ・ Preliminary Impact Report
- ・ Data Analysis

Week 12 Project "ACTION"

- ・ Kaizen: Reflection Discussion

Week 13 Project Report

- ・ Project Presentation

Week 14 Project Report

- ・ Final Project Report

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

・ CLASS PREPARATION: An active learning approach requires students to prepare the readings and assignments BEFORE class. At a minimum students should understand the keywords and main issues in each weeks reading assignment.

・ GROUPWORK: Students should expect to allocate time outside of class to meet with their team members to discuss/prepare assignments.

・ Preparatory study and review time for this class are 3-5 hours for each session

[Textbooks]

The readings for this course will either be available on-line, through the library and/or handouts.

[References]

We will use supplementary materials from time-to-time, which will be made available as hand-outs and/or put on reserve at the university library.

[Grading criteria]

Students will be graded based on the following criterions:

- ・ 10% CLASS PARTICIPATION (I.E., WHETHER YOU HAVE LOG-IN TO OUR COURSE HOPPII WEBPAGE.)
- ・ 30% ASSIGNMENTS
- ・ 60% FINAL REPORT

Late submission of assignments will result in a lowering of a student's grade.

[Changes following student comments]

If course is held on-line, more video conferencing with organizations/companies.

[Equipment student needs to prepare]

ON-LINE COURSE

STUDENTS ARE EXPECTED TO HAVE INTERNET ACCESS (E.G., WIFI, CABLE, ETC) TO A COMPUTER AND/OR SMART PHONE. IF YOU DO NOT, THEN SEND AN E-MAIL MESSAGE TO INFORM THE PROFESSOR. ALSO INFORM THE PROFESSOR IF YOU EXPERIENCE ANY DIFFICULTIES DURING OUR ZOOM SESSIONS.

CLASSROOM COURSE

Students are expected to bring to class a computer and/or smart phone to access the Internet.

[Others]

Students (or teams) should try to meet with the teacher ON-LINE at least once during the semester. Office hours will be announced at the first class.

If course is held on-line, this could be done through video conferencing (e.g., ZOOM, WebEX, etc.)

[Prerequisite]

Introduction to Operations Management or Operations Management I or Operations Management II or teacher's permission

CAR300FB-A5547

Internship

Azusa Ebisuya

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：集中・その他/intensive・other courses | Campus：市ヶ谷 / Ichigaya |

Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course offers intensive well-mentored educational internships complementary to classroom education at companies who understand that students registered are capable of making a real contribution to their companies. It allows students to experience a real-world industry project while simultaneously working towards the completion of 2 academic credits.

【Goal】

Students will learn through hands-on activities how a manager starts and carries out a new business project. In the fall semester after the internship, students will make a presentation to introduce the company and explain how the organization worked effectively based on their experiences and observations.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

The class registration will open in the 2021 spring semester (in May). Those who are interested in this program will have to participate in the introduction and preparation meetings which will be held during the 2021 Spring semester. The cooperating managers might need to select the interns from the applicants if they have more number of applicants than they can accept. The (selected) interns will commute to the company on fixed dates during the summer 2021 and learn through hands-on activities. In the 2021 Fall semester, the interns will make a presentation on what they learned from their internship experience.

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

あり / Yes

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
1	Introduction meeting	<ul style="list-style-type: none"> What is the purpose of internship? What will you do as an intern?
2	Preparation meeting	<ul style="list-style-type: none"> Tips to succeed as an intern How to keep a meaningful journal
3	Internship 1	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
4	Internship 2	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
5	Internship 3	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
6	Internship 4	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project

7	Internship 5	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
8	Internship 6	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
9	Internship 7	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
10	Internship 8	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
11	Internship 9	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
12	Internship 10	<ul style="list-style-type: none"> Work with your mentor Observe and learn how to carry out a business project
13	Review and presentation preparation	<ul style="list-style-type: none"> Read your own journal Reflect the lessons you obtained through the internship Prepare for your presentation
14	Program-ending Presentation	<ul style="list-style-type: none"> Individual presentation Program Review

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

Interns will write a journal during the internship (and submit it to the instructor after the internship experience). Preparatory study and review time for this class are 2 hours each.

【Textbooks】

No applicable.

【References】

Not applicable.

【Grading criteria】

Participation in Introduction/Preparation meetings: 20%

Mentor's Evaluation: 30%

Internship Journal: 20%

Program-ending Presentation: 30%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

Please follow the mentor's direction.

【Prerequisite】

None

MAN200FB-A5548

Seminar

Azusa Ebisuya

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：2～4
Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will teach the students how the place where you grew up shapes the way you think, feel, and act. We will employ the eight-scale model of Erin Meyer for discussing how managers of culturally diverse teams can improve their effectiveness by analyzing the positioning of one culture relative to another and correctly decoding the meaning of some actions and gestures.

【Goal】

By the ending of this course, the students are expected to be able to explain the application of the eight-scale model for decoding how cultural differences impact international business. The students also are expected to be able to share their thoughts and opinions with classmates actively through the interactive learning experiences.

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

This course is strongly related to the "DP1-1", "DP2-1", "DP2-2", "DP4" and "DP5" diploma policies and fairly related to the "DP3" policy.

【Method(s)】

The entire course will be delivered in an interactive manner, facilitating the students to get involved in the class actively. Students will be assigned to give presentation(s) as well as to write a term-paper at the ending of the course.

Due to the epidemic of COVID-19, classes might be provided through the online system (Zoom). The detailed information will be updated.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction to the course	<ul style="list-style-type: none"> Objectives and goals of this course How you can participate in the course effectively Evaluating and grading
Week 2	Navigating cultural differences and the wisdom of Mrs. Chen	<ul style="list-style-type: none"> Invisible boundaries that divide our world Being open to individual differences is not enough Eight-scales that map the world's cultures
Week 3	Listening to the air: Communicating across cultures	<ul style="list-style-type: none"> The interplay of language and history What makes a good communication Strategies for working with people from different context cultures
Week 4	The many faces of polite: Evaluating performance and providing negative feedback	<ul style="list-style-type: none"> Upgraders, downgraders, and the art of translation What does it mean to be polite?
Week 5	Why versus how: The art of persuasion in a multicultural world	<ul style="list-style-type: none"> Two styles of reasoning: principles-first versus applications-first Country positions on the persuading scale Strategies for persuading across cultures
Week 6	How much respect do you want?: Leadership, hierarchy, and power	<ul style="list-style-type: none"> Historical and cultural factors that affect the leading scale Leading to manage in a hierarchical culture
Week 7	Big D or little d: Who decides, and how?	<ul style="list-style-type: none"> Consensual or top-down: Which do you prefer? The Japanese Ringi system: Hierarchical but ultra-consensual Avoiding culture clashes when making decisions

Week 8	The head or the heart: Two types of trust and how they grow	<ul style="list-style-type: none"> Trust from the head, trust from the heart Task-based versus relationship-based cultures Strategies for building trust across cultural divides
Week 9	The needle, not the knife: Disagreeing productively	<ul style="list-style-type: none"> Confrontation: Loss of face or spirited debate? Getting global teams to disagree agreeably
Week 10	How late is late?: Scheduling and cross-cultural perceptions of time	<ul style="list-style-type: none"> Relationships: A key to understanding the scheduling scale The framing strategy for cross-cultural leaders
Week 11	Putting the culture map to work	<ul style="list-style-type: none"> Putting it all together Bridging the fault lines We are all the same, we are all different
Week 12	Students' presentations and review (1)	<ul style="list-style-type: none"> Individual presentation based on a personal research topic Review and discussion based on the topics brought by students
Week 13	Students' presentations and review (2)	<ul style="list-style-type: none"> Individual presentation based on a personal research topic Review and discussion based on the topics brought by students
Week 14	Course review and course-ending discussion	<ul style="list-style-type: none"> Summary of the course Class discussion

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

The students are expected to read the materials for each class beforehand and prepare for discussions during the class. Each student should prepare at least one presentation based on the given materials, and another presentation based on the personal topic. In addition, each student should submit a term-paper after the course closes. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

Meyer, E. (2014) *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. PublicAffairs.

【References】

Supplementary reading materials and/or websites will be shared through the web-system.

【Grading criteria】

Participation in discussions: 28%
Chapter presentation(s): 32%
Assigned presentation: 20%
Term paper: 20%

【Changes following student comments】

Not applicable.

【Equipment student needs to prepare】

We'll use the Hosei University Course Management Support System for sharing reading materials and handouts, and submitting papers.

【Prerequisite】

None

LANe100LA

Academic Literacy A

Thomas G. Power

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 4/Thu.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Academic Literacy A provides opportunities for students to improve their reading and oral communication skills, develop critical thinking skills, and express opinions effectively in discussions, written texts, and presentations. This course will help students to improve their academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

【Goal】

The goal of this course is to provide students with instruction and practice of academic reading skills, develop a “scholarly voice” in discussions and presentations, to acquire more academic vocabulary, and to become more academically literate. The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.”

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

【Method(s)】

Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading skills and passages each class. Homework will be given each week to prepare students for the next class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills. Assignments must be completed and submitted in Google Classroom in a timely manner.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction	Syllabus, expectations and grading criteria / Writing emails
Week 2	Reading Skills I	Read actively / Skim & scan / How to avoid plagiarism
Week 3	Reading Skills II	Note-taking skills / Main ideas and details / Citing sources
Week 4	Presentation Skills	Review skills / Brainstorm and outline / Paraphrasing
Week 5	Critical Thinking Skills	Facts & opinions / Reliable sources / Summarizing
Week 6	Presentation Preparation and Research	Working draft / Slides & script / Develop an argument
Week 7	Mid-term Presentations	Presentations / Q & A / Peer Review
Week 8	Reading Skills III	Extended reading text / Synthesizing sources

Week 9	Reading Skills IV	Patterns of cohesion / Word parts & collocations
Week 10	Discussion Skills	Review skills / useful expressions for discussions
Week 11	Critical Thinking Skills	Implication and inference. Deliberate implications and direct statements
Week 12	Presentation Preparation & Research	Working draft / Slides and script / APA style
Week 13	Final Presentations & Peer Review	Presentations / Q & A / Student feedback
Week 14	Review and final assessment	Review of academic literacy skills / Comments.

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

If we cannot meet in the classroom on campus, there will be online real time meetings (Zoom) and on-demand lectures through Google Classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.

ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

【References】

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

【Grading criteria】

Final Evaluation will be based on:

Participation and regular attendance 30%

Homework and written assignments 30%

Two presentation projects 40%

More than three unexcused absences will result in a failing grade.

【Changes following student comments】

Not applicable.

【】

Academic Literacy A provides opportunities for students to improve their reading and oral communication skills, develop critical thinking skills, and express opinions effectively in discussions, written texts, and presentations. This course will help students to improve their academic skills and vocabulary skills necessary for success in a university setting. Students will submit assignments and receive feedback in Google Classroom.

LANe100LA

College Writing B

Thomas G. Power

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

[Goal]

This writing course covers the following areas:

1. Review a variety of essay organizations and formats
2. Study the research writing process
3. Plan, outline, and organize a research paper
4. Choose, evaluate, and use sources in APA citation style
5. Proofread, edit, and revise essays
6. Discuss topics in small groups related to reading materials
7. Analyze and synthesize information and ideas from sources
8. Develop a thesis statement, research summary, and a strong conclusion
9. Make a presentation in an academic style to the class
10. Write a research paper.

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

[Method(s)]

This is an online class with no face-to-face classes in the Spring semester. Classes will be held in real time in Zoom or through on-demand lectures in Google Classroom. There will be a brief lecture or demonstration about academic writing principles and example essays for analysis and discussion each class. Students will share and edit each other's writings and will be asked to give and receive constructive feedback on assignments. There will be pair work and collaborative group activities as well as short reports and presentations.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
Week 1	Course Introduction	Self-introductions, information about syllabus
Week 2	What is a Research Paper?	Steps in Writing a Research Paper Using Information from Sources Using Direct Quotation and Paraphrasing Methods of Citing Sources Evaluating Sources Reference Lists
Week 3	Review Argumentative Essay	What is an Argumentative Essay? Arguing Pro and Con Outlining an Argumentative Essay: Writing a thesis statement Counterarguments and refutations
Week 4	Review Argumentative Essay	Building Better Vocabulary & Sentences Analyzing and evaluating sample outlines and argumentative essays Brainstorm and decide on a research topic
Week 5	Reading / Research Skills	Analyzing various texts Synthesizing and summarizing Citing Sources
Week 6	Reading / Research Skills	Developing research summaries Writing a strong thesis statement for a research paper
Week 7	Comparison and Contrast Essays	What is a Comparison or a Contrast Essay? Patterns of Organization Analyzing a comparison or a contrast essay Supporting Information

Week 8 Comparison and Contrast Essays

Grammar: Connectors for Comparison and Contrast Essays
Grammar: Subject Adjective Clauses

Building Better Vocabulary
Building Better Sentences

Week 9 Writing a Research Paper

Brainstorming and Outlining
Evaluating an outline of an essay or research paper

Locating specific information for the outline
Analyzing an example research paper

Week 10 Cause-Effect Essay

What is a Cause-Effect Essay?

Analyzing a cause-effect essay

Week 11 Cause-Effect Essay

Developing and outlining a cause-effect essay

Grammar: Connectors for Cause-Effect Essays
Building Better Vocabulary & Sentences

Week 12 First Draft of a Research Paper

Writing a first draft

Peer feedback

In-text citations and references
APA style

Week 13 Revision of the Research Paper

Revision of outline and final draft

Consultations with students about research paper

Week 14 Course Review

Submission of Research Paper

In class presentations

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

Students will use Zoom and Google Classroom in this course. Students are expected to come prepared to the online class by doing the readings and homework in advance. Late work will not be accepted unless there is a good reason (illness, emergency).

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

[References]

Hacker, Diana and Sommers, Nancy. (2011) A Writer's Reference for Multilingual Writers and ESL, 7th Edition. Boston: Harvard University ISBN: 0-312-60143-3

Oshima, Alice and Hogue, Ann. (2014) Academic Writing Series: Essays to Research Papers. 5th Edition. Pearson Longman. ISBN: 0132912740

[Grading criteria]

30% In-class participation: discussions, group work, pair work and peer review.

30% Written assignments.

30% Final research paper.

10% Short presentation about final paper.

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not Applicable.

[Equipment student needs to prepare]

Students need access to the internet and use of Zoom with audio and video capabilities.

[]

College Writing B focuses on the formal structures and styles of academic writing and the research writing process. We will review the argumentative essay and study the organization of a cause-effect essay and a comparison and contrast essay. We will study specific vocabulary, original sources, and styles of writing particular to university research. Students will gain confidence and competence in expressing their opinions and thoughts in essay writing, class presentations, and the writing of a research paper.

POL200LA

Intercultural Communication C

Noriko Ishihara

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 木 1/Thu.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally suitable manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior. Enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

【Goal】

In this course, you will become able to 1) cultivate your understanding of the relationship between language form, meaning, and context, 2) become familiar with the notions of face and politeness, 3) collect and analyze authentic language samples, 3) understand cultural values and orientations behind language use in world languages. The course will also provide an opportunity for you to reflect on intercultural misunderstandings and respectful communication strategies with which to relate to others.

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

【Method(s)】

This is a hybrid class. Depending on the pandemic situation, we may meet most of the weeks on Zoom but if the situation allows, we may meet some weeks in person. Please see Hoppii for details and refer to the instructions there on how to connect to Zoom to attend the first class online.

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete tasks in small groups, and share the discussion with the whole class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	Greetings	Analysis of authentic language data
3	Face and politeness	Positive and negative politeness
4	Giving and responding to compliments - 1	Linguistic aspects of compliments/responses
5	Language data collection	Designing DCTs and role-plays

6	Giving and responding to compliments - 2	Cultural aspects of compliments/responses
7	Refusals - 1	Language of refusals, data collection, signing up for the final project
8	Refusals - 2	Cultural similarities/differences in refusals
9	Language analysis discussion, peace linguistics	Analysis of spoken or written language
10	Apologies	Student presentations, language analysis of apologies
11	Thanks	Student presentations, language analysis of thanks
12	Invitations	Student presentations, language analysis of invitations
13	Requests	Student presentations, language analysis of requests
14	Complaints, wrap-up	Student presentations, language analysis of complaints, and final reflection

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

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material with your classmates coming from different (sub)cultures. University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】

Readings will be made accessible through the course website (Google Classroom). Become familiar with this online resource to read and complete your assignments before class. You are also expected to check your university email account daily to keep up with course announcements.

【References】

Handouts and resources related to the course content are to be distributed in class or made accessible in Google Classroom.

【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Language analysis quizzes (25%)
- 3) Language analysis assignments (15%)
- 4) Final presentation and materials (40%) (tentative percentages)

Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

[Changes following student comments]

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in world languages. Students should view each other's languages and cultural experiences as an asset to this course and create a friendly and respectful learning community.

[Equipment student needs to prepare]

Be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

[Others]

Depending on the pandemic situation and your preferences, course delivery method may be changed. Please check the announcement to be made on Hoppii before the start of the course.

[]

Without cultural knowledge, language users may not fully understand the meaning of a message. Even with perfect grammar, we could completely offend our conversational partners without using language in a culturally appropriate manner. In this course, we will take a close look at the face-saving strategies used in world languages. We will also consider and discuss diverse cultural values and orientations that are closely connected to verbal and non-verbal behavior in world cultures. This enhanced linguistic and cultural awareness will help you become a more tactful and respectful user of your first and second languages and prepare you for effective intercultural communication.

LANe100LA

Intercultural Communication F

STEVE CORBEIL

Subtitle :

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 水 5/Wed.5 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

*** This class will be conducted online.

【Goal】

Students will learn the basic theories surrounding the political concept of sovereignty. Then, they will apply these theories in order to better understand Quebec literature and films. They will be able to develop a critical approach to literary and film analysis that takes into account the cultural specificity of Quebec as well as its place in wider debates concerning political independence, minority language and intercultural communication.

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

【Method(s)】

This is a lecture class, but students will have to ask questions during class and give their opinion on many aspects of the lecture. After every class they will have to write comment papers.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction to Quebec society from the 1960s	This class will be a survey of Quebec history from the Quiet Revolution to the present day.
2	Introduction to the concept of sovereignty	Students will learn about the concept of sovereignty through analysis of canonical texts.
3	Criticism regarding the concept of sovereignty and nationalism	We will look at the main criticism against sovereignty and nationalism as well as their impact on Quebec nationalist movement.
4	The importance of French language as the foundation of Quebec identity	We will try to understand why French is the cornerstone of Quebec identity.
5	Hockey, French language, and religion	We will watch and analyze a short film based on a novella by Roch Carrier: The Hockey Sweater
6	Personal sovereignty and political sovereignty	We will read and analyze excerpts from a novel by Hubert Aquin: Next Episode
7	Referendum and independence	We will look at the cultural production surrounding the first (1980) and second (1995) Quebec Referendum.

8	Post-referendum identity crisis	We will read and analyze songs and poems, as well as essays about the Referendum.
9	Immigration, identity, and interculturalism	We will look at the different steps taken by the Quebec government to create an inclusive society, and how it conflicts to a certain extent with the idea of sovereignty.
10	Current debates surrounding immigration and interculturalism	We will look at essays and opinion pieces written about immigration in Quebec.
11	Feminism in Quebec	Students will learn about the history of the feminist movement in Quebec.
12	Literature and migration	We will read a text by Kim Thuy and look at the situation of refugees in Quebec.
13	Literature and Quebec migration	We will read a text by Marco Micone.
14	Quebec and cinema	We will watch and analyze a film by Pierre Falardeau.

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

Students will be asked to read a series of texts by French writers and intellectuals in English translation. They will have to write short commentaries about the texts. Also, they will have to watch short films produced in Quebec. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

There is no textbook for this class.

【References】

Jacques Derrida, *The Beast and the Sovereign*, Volume I (The Seminars of Jacques Derrida), University Of Chicago Press, 2011.

Jacques Derrida, *The Death Penalty*, Volume I (The Seminars of Jacques Derrida), University Of Chicago Press, 2013.

Hubert Aquin, *Next Episode*, New Canadian Library, 2010.

Roch Carrier, *The Hockey Sweater*, Tundra Books, 1985.

Gerard Bouchard, *Interculturalism: A View from Quebec*, University of Toronto Press, 2015.

Gerard Bouchard, *National Myths: Constructed Pasts, Contested Presents*, Routledge, 2013.

【Grading criteria】

Final exam (40%)

Short essays (40%)

Class participation (20%)

【Changes following student comments】

There has not been negative feedback for this class. I intend to put more emphasis on active learning this year.

【Equipment student needs to prepare】

None

【】

The goal of this class is to learn about the history and culture of French speakers living in the Canadian province of Quebec. Students will look at the very diverse cultural production of Quebec writers, intellectuals, and filmmakers from the 1960s to the present day. The class will focus on one important keyword in order to understand Quebec society and culture: the concept of sovereignty.

LANj100LF

Elementary Foreign Languages D

Sonoko Yamamoto

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。</p> <p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale). ・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。 ・かんじを 60 ぐらいよんだりかいたりすることができます。 ・CEFR の A1 レベルのちからがつきます。</p> <p>[Which item of the diploma policy will be obtained by taking this class?]</p> <p>[Method(s)] Method is as follows: 進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。</p> <p>The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals. にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。</p> <p>Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。</p> <p>[Active learning in class (Group discussion, Debate.etc.)] あり/Yes</p> <p>[Fieldwork in class] なし/No</p> <p>[Schedule]</p> <table border="0"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Lesson 1</td> <td>L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな 1</td> </tr> <tr> <td>2</td> <td>Lesson 2</td> <td>L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんの CD ですか ひらがな 2</td> </tr> <tr> <td>3</td> <td>Lesson 3</td> <td>L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ 1</td> </tr> <tr> <td>4</td> <td>Lesson 4</td> <td>L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ 2</td> </tr> <tr> <td>5</td> <td>Lesson 5</td> <td>L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ 1</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな 1	2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんの CD ですか ひらがな 2	3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ 1	4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ 2	5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ 1	<p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p>	<p>Lesson 6</p> <p>Lesson 7</p> <p>Mid-term Exam (L1-L7) Lesson 8 ①</p> <p>Lesson 8 ② Lesson 9 ①</p> <p>Lesson 9 ② Lesson10 ①</p> <p>Lesson10 ② Lesson11</p> <p>Lesson12 Lesson13 ①</p> <p>Lesson13 ② Lesson14 ①</p> <p>Lesson14 ② Final Exam(L8-L14) Review</p>	<p>L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ 2 L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ 3 Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ 4 L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツがすきですか かんじ 5 L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ 6 L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ 7 L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょこうはどうでしたか L13. なにかたべたいですね かんじ 8 L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ 9 L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ 10 きまつテスト (L8-L14) ふくしゅう</p>
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5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ 1																			

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

[DAICHI I main textbook] 3A network (2,800yen + tax) 978-4883194766

[DAICHI I Translation of the main text and grammar notes] 3A network (2,000yen + tax) 978-4883194773

[だいち I メインテキスト] スリーエーネットワーク (2,800 円+税) 978-4883194766

[だいち I ぶんけいせつめいとほんやく えいごばん] スリーエーネットワーク (2,000 円+税) 978-4883194773

[References]

[Nihongo Challenge N4-N5(Kanji)] ask (1,300yen + tax) 978-4-87217-757-2

[にほんごチャレンジ N4-N5 (かんじ)] アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

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This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages A

Ayaka Kawachi

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。 もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか かんじ1	
<p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからが つきます。 ・JLPT の N5 レベルの ちからが つきます。</p>	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2	
<p>[Which item of the diploma policy will be obtained by taking this class?]</p>	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうこうは どうでしたか L13. なにか たべたいですね かんじ3	
<p>[Method(s)] The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals. にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。 Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	7	Lesso13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4	
<p>[Active learning in class (Group discussion, Debate.etc.)] あり / Yes</p>	8	Lesson14 Review Mid-term Exam (L1 - 14)	Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5	
<p>[Fieldwork in class] なし / No</p>				
<p>[Schedule]</p>				
<p>No. Theme 1 Lesson1-3</p>	<p>Contents L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがかくです ひらがな 1</p>	9	Lesson15-16	15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかって います L16. ちょっとさわってもいいですか かんじ6
<p>2 Review (Lesson1-3) Lesson4-5</p>	<p>L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ1</p>	10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
<p>3 Lesson5-7</p>	<p>L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2</p>	11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8
		12	Lesson19-20	L19(2) 20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーはちゅうしです L22. しょくじをつくってくれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

かんじと ぶんぽうの しゅくだいがあります。

[Textbooks]

[DAICHI I main textbook] 3 A network (2,800yen + tax) 978-4883194766

[DAICHI I Translation of the main text and grammar notes] 3 A network (2,000yen + tax) 978-4883194773

[Nihongo Challenge N4-N5(Kanji)] ask (1,300yen + tax) 978-4-87217-757-2

[だいち I メインテキスト] スリーエーネットワーク (2,800 円+税) 978-4883194766

[だいち I ぶんけいせつめいとほんやく えいごばん] スリーエーネットワーク (2,000 円+税) 978-4883194773

[にほんごチャレンジ N4-N5 (かんじ)] アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいへいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages E

Sonoko Yamamoto

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。

【Goal】

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

【Method(s)】

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ2
7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツがすきですか かんじ5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょこうはどうでしたか L13. なにかたべたいですね かんじ8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

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『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883194773

[References]

[Nihongo Challenge N4-N5(Kanji)] ask (1,300yen + tax) 978-4-87217-757-2

【にほんごチャレンジ N4-N5 (かんじ)】アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages B

Hiroyuki KANEKO

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。 もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか かんじ1
<p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからがつきます。 ・JLPT の N5 レベルの ちからがつきます。</p>	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
<p>[Which item of the diploma policy will be obtained by taking this class?]</p>	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうは どうでしたか L13. なにか たべたいですね かんじ3
<p>[Method(s)] The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p>			
<p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。</p>	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
<p>Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	8	Lesson14 Review Mid-term Exam (L1 - 14)	Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
<p>[Active learning in class (Group discussion, Debate.etc.)] あり / Yes</p>			
<p>[Fieldwork in class] なし / No</p>			
<p>[Schedule]</p>			
<p>No. Theme 1 Lesson1-3</p>	<p>Contents L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1</p>		
<p>2 Review (Lesson1-3) Lesson4-5</p>	<p>L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ1</p>	10 Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
<p>3 Lesson5-7</p>	<p>L5(2) L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? Katakana2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2</p>	11 Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8
		12 Lesson19-20	L19(2) 20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーは ちゅうしです L22. しょくじをつくって くれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

かんじと ぶんぽうの しゅくだいがあります。

[Textbooks]

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[にほんごチャレンジ N4-N5 (かんじ)] アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages F

Ayaka Kawachi

Subtitle：(J1)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。</p> <p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale). ・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。 ・かんじを60ぐらいよんだりかいたりすることができます。 ・CEFRのA1レベルのちからがつきます。</p> <p>[Which item of the diploma policy will be obtained by taking this class?]</p> <p>[Method(s)] Method is as follows: 進(すす)め方(かた)と方法(ほうほう)はつぎのとおりです。</p> <p>The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p> <p>にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんできなぶんぼうや、かんじ、ことばなどもべんきょうします。</p> <p>Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroomでします。</p> <p>[Active learning in class (Group discussion, Debate.etc.)] あり/Yes</p> <p>[Fieldwork in class] なし/No</p> <p>[Schedule]</p> <table border="0"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Lesson 1</td> <td>L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1</td> </tr> <tr> <td>2</td> <td>Lesson 2</td> <td>L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2</td> </tr> <tr> <td>3</td> <td>Lesson 3</td> <td>L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがかくです カタカナ1</td> </tr> <tr> <td>4</td> <td>Lesson 4</td> <td>L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2</td> </tr> <tr> <td>5</td> <td>Lesson 5</td> <td>L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1	2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2	3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがかくです カタカナ1	4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2	5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1	<p>6</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>13</p> <p>14</p>	<p>Lesson 6</p> <p>Lesson 7</p> <p>Mid-term Exam (L1-L7) Lesson 8 ①</p> <p>Lesson 8 ② Lesson 9 ①</p> <p>Lesson 9 ② Lesson10 ①</p> <p>Lesson10 ② Lesson11</p> <p>Lesson12 Lesson13 ①</p> <p>Lesson13 ② Lesson14 ①</p> <p>Lesson14 ② Final Exam(L8-L14) Review</p>	<p>L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ2 L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3 Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4 L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツがすきですか かんじ5 L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6 L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7 L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょこうはどうでしたか L13. なにかたべたいですね かんじ8 L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9 L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト(L8-L14) ふくしゅう</p>
No.	Theme	Contents																			
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1																			
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2																			
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5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1																			

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。

かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

[DAICHI I main textbook] 3A network (2,800yen + tax) 978-4883194766

[DAICHI I Translation of the main text and grammar notes] 3A network (2,000yen + tax) 978-4883194773

[だいち I メインテキスト] スリーエーネットワーク (2,800 円+税) 978-4883194766

[だいち I ぶんけいせつめいとほんやく えいごばん] スリーエーネットワーク (2,000 円+税) 978-4883194773

[References]

[Nihongo Challenge N4-N5(Kanji)] ask (1,300yen + tax) 978-4-87217-757-2

[にほんごチャレンジ N4-N5 (かんじ)] アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J1 そうごうⅠ、Ⅱ、Ⅲ（げつようび・かようび・きんようび）がセットです。

*かくクラスで4かいいいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごうⅠ（げつようび）、J1 そうごうⅡ（かようび）、J1 そうごうⅢ（きんようび）がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages C

Sonoko YAMAMOTO

Subtitle：(J2)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうぜんはんレベルのがくせいのための そうごうクラスです。 もくてきは、にほんごで かんたんな コミュニケーションができるようになることです。</p>	4	Lesson7-9	L7(2) L8.Where is Mt.Fuji? L9.What kind of sports do you like? Kanji1 L7(2) L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか かんじ1
<p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができるようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからが つきます。 ・JLPT の N5 レベルの ちからが つきます。</p>	5	Lesson10-11	L10.I learned the tea ceremony from Ms.WatanabeL L11.Which is colder, Tokyo or Seoul? Kanji2 L10. わたしは わたなべさんに おちゃを ならいました L11. とうきょうと ソウルと どちらが さむいですか かんじ2
<p>[Which item of the diploma policy will be obtained by taking this class?]</p>	6	Lesson11-13	L11(1) L12.How was your trip? L13.We want something to eat, don't we? Kanji3 L11(2) L12. りょうは どうでしたか L13. なにか たべたいですね かんじ3
<p>[Method(s)] The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p>	7	Lesson13-14	L13(2) L14.My hobby is listening to music Kanji4 L13(2) L14. わたしの しゅみは おんがくを きくことです かんじ4
<p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。</p>	8	Lesson14 Review Mid-term Exam (L1-14)	L14(2) Review Mid-term Exam (L1-L14) Kanji5 L14(2) ちゅうかんテスト (L1-L14) かんじ5
<p>Feedback for assignments: フィードバック：</p>	9	Lesson15-16	L15.Others are using it now L16.May I touch it a little? Kanji6 L15. いま、ほかのひとが つかっています L16. ちょっとさわってもいいですか かんじ6
<p>Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	10	Lesson16-17	L16(2) L17.Please don't overdo it Kanji7 L16(1) L17. あまり むりを ししないでください かんじ7
<p>[Active learning in class (Group discussion, Debate.etc.)] あり/Yes</p>	11	Lesson18-19	L18.I have never seen sumoL L19.I think the station is bright and clean Kanji8 L18. すもうを みたことがありません L19. えきは あかるくて、きれいだとおもいます かんじ8
<p>[Fieldwork in class] なし/No</p>	12	Lesson19-20	L19(2) L20.This is a T-shirt that I got from my girlfriend kanji9 L19(2) L20. これは かのじよから もらった T シャツです かんじ9
<p>[Schedule]</p>			
<p>No. Theme</p>	Contents		
1 Lesson1-3	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University Hiragana1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです ひらがな 1		
2 Review (Lesson1-3) Lesson4-5	L4.What are you going to do tomorrow? L5.What time is it now in Sydney? Hiragana2 Katakana1 L4. あした なにを しますか L5. シドニーは いま なんじですか ひらがな2 カタカナ1		
3 Lesson5-7	L5(2) L6.I 'm going to Kyoto L7.It's beautiful photograph, isn't it? カタカナ2 L5(2) L6. きょうとへ いきます L7. きれいな しゃしんですね カタカナ2		

13	Lesson21-22	L21.If it rains, the tour will be cancelled L22.You cooked a meal for me kanji 10 L21. あめが ふったら、ツアーは ちゅうしです L22. しょくじをつくって くれました かんじ 10
14	Lesson22 Review Final Exam(L15-L22)	Lesson22(2) Review Final Exam(L15-L22) きまつテスト (L15-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらいしてください。

かんじと ぶんぽうの しゅくだいがあります。

[Textbooks]

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[だいち I ぶんけいせつめいとほんやく えいごばん] スリーエーネットワーク (2,000 円+税) 978-4883194773

[にほんごチャレンジ N4-N5 (かんじ)] アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん： 20 %

ちゅうかんテスト： 20 %

きまつテスト： 20 %

しゅくだい： 20 %

クイズ： 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいへいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

* Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

BIO200LA

Natural Science A

Shinsuke UNO

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月3/Mon.3 | Campus：市ヶ谷/Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

【Goal】

This course is designed to teach about ecological and social issues. Therefore, the course objectives are 1) to understand basic scientific concepts required to comprehend various environmental problems, 2) to understand social problems related to the environmental problems dealt with in this course, and 3) to form personal perspective and opinion about the current state of human society by understanding the interrelated nature of the environmental and socioeconomic problems.

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

【Method(s)】

Although this course deals with various topics from the perspective of "sustainability", the course is divided roughly into two parts. In the first part, students will learn about the basic features of ecosystem and biodiversity, that is to say, the natural world that surrounds us and provides us with essential resources. The second part will focus on environmental and social problems related to agriculture (food production) and use of other natural resources in order to explore our personal involvement in these issues.

The course will be taught mainly in lecture-style classes, however, there will also be opportunities for students to actively participate in class through, for example, group activities and discussion. In addition to in-class interactions, students will utilize the learning assistance system (Hoppii) to express their opinions/reactions and to submit questions regarding the materials presented in each class so as to help the instructor to grasp students' progress as well as to address their concerns, as needed. Note that, if the university's action policy level is set to 2, in principle, this class will be taught online via zoom. Details will be announced via the "Hosei portal to pick up information (Hoppii)".

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

あり/Yes

【Fieldwork in class】

なし/No

【Schedule】

No.	Theme	Contents
Week 1	Understanding sustainability and basic features of ecosystem	As an introduction to the course, the concept of sustainability and the basic features of ecosystem will be discussed.

Week 2	Atmospheric changes and their consequences	In light of the ongoing "climate crisis", the composition of the Earth's atmosphere and consequences of atmospheric changes will be discussed.
Week 3	Water cycle and the use of water resource	Water will be focused as an essential matter for sustaining life and ecosystem, and the water cycle and use of water resource will be discussed.
Week 4	Energy supply	Energy supply in ecosystem and energy issue in the human society will be discussed.
Week 5	What is "soil"?	The importance of soil in an ecosystem will be discussed in relation to ongoing environmental problems
Week 6	What is biodiversity and why is it important?	Basic features and current state of biodiversity will be discussed in relation to its importance for the human society.
Week 7	Applied ecology for sustainable resource management	Group activity is used to integrate the concepts learned in the previous lectures and apply them to ecological problem solving.
Week 8	Ecological issues of modern agriculture	Positive and negative impacts of agricultural modernization will be discussed.
Week 9	Food production and environmental conservation	Approaches to achieving food security without degrading environment will be discussed with concrete examples.
Week 10	Is resource development sustainable?	Focusing on mineral resources, issues related to demand and supply of natural resources will be discussed.
Week 11	Consequences of "unwanted" development	Environmental and social problems caused by "development" in the developing world will be discussed.
Week 12	Understanding multi-stakeholder problem solving	Group work will be used to integrate the concepts learned in the previous lectures and apply them to socio-ecological problem solving.
Week 13	Toward a sustainable society	Alternative models that may help build a sustainable society will be discussed.
Week 14	What is happening in the global environment and where do we go from here?	The course contents will be reviewed to grasp the current state of the global environment, and future prospects will be discussed.

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

Students are expected to review contents of individual lectures, thoroughly read distributed reading materials, and utilize the online learning support system as needed. Standard amount of time to be spent for this purpose are two hours each for preparation and review.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

To be announced as needed.

[Grading criteria]

Student performance will be graded based on quizzes (40 %), a final assignment (40 %), and participation (20%). Quizzes will be used to evaluate understanding of course materials (Course objectives 1 and 2). The final assignment will be an opportunity for students to demonstrate their understanding of the course material by presenting their personal analysis/opinion about the current state of human society (Course objective 3). Participation will be used to evaluate student performance in each class and in-class activities.

[Changes following student comments]

Although it is not always possible to strike a good balance between lecture and active student participation, additional efforts will be made to make the course more participatory.

[Equipment student needs to prepare]

Students will need to secure access to Hoppii.
Students will also need to be able to participate in online class, as needed.

[]

The UN 2030 Agenda for Sustainable Development, or Sustainable Development Goals (SDGs) have come to be recognized as common tasks for the human society, which is, in a way, a manifestation of the severity of various problems we as a species are faced with. In light of this current situation, this course focuses on the concept of "sustainability" so as to provide students with an opportunity to learn about basic scientific aspects of environmental problems and also to learn about relevant social issues in an attempt to provide a view from a wider perspective.

PRI100LA

Information Technology

Yukou MATSUDA

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

You will learn the information and communication technology with Python programming.

【Goal】

You will learn the information and communication technology with Python programming. The main topics are the forms of information, knowledge representation of human knowledge, and autonomous systems.

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

【Method(s)】

The course style depends on the social situation. You need register your student account for this class in Learning Support System Hoppi <https://hoppii.hosei.ac.jp/portal>. The detail of how to get the online lecture is explained on the course page. Please read the detail in advance.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	How Information Transmitted	discussing about transmitting media and the way of transmitted.
2	How to Control Transmitting	Internet addressing and the role of transmitting protocol.
3	Communication Language	Human vs. Human, Human vs. Computer and Computer vs. Computer communications, especially discussing about the Internet protocol.
4	Encoding and Decoding	number system and character encoding/decoding.
5	Information Theory	bit, Byte and computing scale.
6	IP Address	the role of IP address in the Internet.
7	Computer Architecture	especially the role of CPU and the arithmetic adder based on logic gates.
8	Data Processing	descriptive statistics, sorting algorithm and search algorithm.
9	Data Processing	database
10	Search Engine	database oriented search engine.
11	Grammar	understanding the language structure (grammar).
12	Grammar(2)	understanding small programming.
13	Artificial Intelligence	how to transfer human knowledge into machine.
14	Artificial Intelligence(2)	how to understand natural language processing.

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

No special work will be assigned to you. However you need to finish all the homework assigned in the class. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None.

【References】

All texts are uploaded in HOPPII.

【Grading criteria】

To pass the study quality and to get the grade, you need attend the whole classes and submit all the homeworks. The quality of the last homework will dominate 80% of the score and the 20% of the score depends on homeworks issued on every classes. You need get more than 60 points for the total 100 points to pass this class.

【Changes following student comments】

None.

【Equipment student needs to prepare】

none.

【Others】

My career introduction. I have been designing, implementing automatic programming and teaching human knowledge into computer, especially in natural language.

【】

You will learn the information and communication technology with Python programming.

ART100LA

Elementary Humanities A

URBANOVA Jana

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and by introducing Okinawan poetry which displays unique features when compared with classical Japanese poetry.

【Goal】

1. to learn about major literary works in their historical and cultural context
2. to gain deeper understanding of the different philosophical backgrounds that have influenced the way of thinking in Japan and the West
3. to improve your English vocabulary regarding the topic

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

【Method(s)】

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic, to submit a short written summary of the presentation and an essay, and to pass the final exam. The topics together with the study materials for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

This is an online class, and all weeks will be taught on Zoom. Please see HOPP11 for further instructions about how to join our Zoom sessions.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Introduction to course; scheduling of presentations
2.	Historical overview of Japanese literature	Brief overview of major literary works in their historical context with a focus on the <i>Nara</i> and <i>Heian</i> periods
3.	Japanese perception of nature, Part 1	Definition of nature and corresponding terms in Japanese; Japanese love for nature and its various aspects; Japanese vs. Western concepts of nature
4.	Japanese perception of nature, Part 2	The four seasons as one of the central concepts in Japanese culture and literature; the concept of transformation and change, harmony of <i>yin</i> and <i>yang</i> ; perception of time

5.	Natural images in classical Japanese poetry	Literal and figural meaning of images in Japanese and Western poetic tradition
6.	Key concepts of Japanese aesthetics	Four aesthetic concepts in Japanese culture and literature; demonstration of these concepts in <i>Essays in Idleness</i> by the Buddhist priest <i>Kenkō</i>
7.	Japanese mythology	<i>Records of Ancient Matters (Kojiki)</i> ; Japanese mythology vs. Western ideological concepts (Greek mythology and Christianity)
8.	Japanese poetry, Part 1	The role of poetry from ancient times through the era of <i>Man'yōshū (Collection of Ten Thousand Leaves)</i> to the flourishing era of imperial poetry anthologies
9.	Japanese poetry, Part 2	Long and short poetic forms (<i>chōka</i> and <i>tanka</i>); believed to be the first Japanese poem in the fixed form; major themes in classical poetry
10.	Japanese prose, Part 1	Japanese tales and its various genres; the oldest preserved tale (<i>The Tale of the Bamboo Cutter; Taketori Monogatari</i>) and the collection of poem tales (<i>Tales of Ise; Ise Monogatari</i>)
11.	Japanese prose, Part 2	Flourishing of women writers in the <i>Heian</i> period with a focus on two prominent figures <i>Murasaki Shikibu</i> and <i>Sei Shōnagon</i> and their works <i>The Tale of Genji (Genji Monogatari)</i> and <i>The Pillow Book (Makura no Sōshi)</i>
12.	Okinawan language and poetry - Introduction	Languages of the Ryūkyū Islands as part of the Japanese language group; language rules in Okinawan poetry <i>ryūka</i>
13.	The world of Okinawan poetry	The oldest preserved collection of old epic songs <i>Omorosōshi</i> ; Okinawan lyrical poetry <i>ryūka</i>
14.	Course wrap up	Submit short summary of presentation topic and essay; final written exam

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

- 1.Prepare a short self-introduction
- 2.Reading: handout on anthology of Japanese literature
- 3.Reading: Asquith 1-35
- 4.Readings: Asquith 36 - 53; handout related to the topic
- 5.Readings: Asquith 54 - 67; handout on Western poetry
- 6.Reading: Keene 3 - 22
- 7.Reading: handout on the *Kojiki*
- 8.Reading: Keene 47 - 69

9. Reading: Keene 25 - 44
10. Readings: Keene 73 - 95; handout on Japanese tales
11. Reading: handout on women's classical prose
12. & 13. Reading: text by lecturer on Okinawan language and poetry
14. Submit short summary of presentation topic and essay; final written exam
Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Keene, Donald. *The Pleasures of Japanese Literature*. New York: Columbia University Press, 1988.

All other study materials and handouts will be provided by the lecturer.

[References]

Asquith, Pamela J. and Arne Kalland, ed. *Japanese Images of Nature*. Richmond: Curzon Press, 1997.

Keene, Donald. *Anthology of Japanese Literature*. Rutland, Vermont & Tokyo: Charles E. Tuttle Company, 1956. Twenty-second edition, 1991.

McCullough, Helen Craig. *Classical Japanese Prose: an Anthology*. Stanford: Stanford University Press, 1990.

Miner, Earl. *An Introduction to Japanese Court Poetry*. Stanford: Stanford University Press, 1968.

Further references related to the topic of each class will be provided by the lecturer.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (40%); final examination and essay (60%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

[Equipment student needs to prepare]

● This class will be taught on Zoom, so students who attend the Zoom session on campus need to prepare a headset.

● We will use online applications, such as Google Classroom, Zoom and HOPPII. Please check HOPPII regularly for further instructions about how to join our Zoom sessions, Google Classroom, etc.

[]

This course is a survey of ancient to medieval Japanese literature. Major literary works are introduced with an emphasis on their literary artistry as well as their historical and cultural importance. Focus is also placed on the unique philosophy that shaped the aesthetic values in Japan throughout the centuries. This topic will be further highlighted by discussing differences in Eastern and Western world views and by introducing Okinawan poetry which displays unique features when compared with classical Japanese poetry.

ARSc200LA

Humanities B

Richard.J.Burrows

Subtitle：America in the 20th Century

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Despite the rise of powers in Asia such as China & India, the US remains the pre-eminent global power and a key to understanding its prominence lies in an understanding of its rise as a superpower during the 20th century. Therefore, this course will focus on key political, economic & cultural developments during the latter half of that period, how they contributed to the rise of American power and continue to influence nations around the world, especially in Asia. Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter a new century.

【Goal】

Through a variety of media, this course seeks to firstly, give students a thorough understanding of key events in the US from the end of World War I to the close of the century. In addition, students will be able to comprehend how those events impacted not only on the course of modern US history, but their wider effect throughout the world, especially in the Asia-Pacific region.

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

【Method(s)】

Regular reading assignments will be set, analyzed & discussed during the lessons, allowing students to reflect on how the US continues to influence their nations as we enter the 21st century. Furthermore, an audio-visual element will allow students to sharpen their listening skills and engage in comprehension activities.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Explanation	Course Introduction
Week 2	Course Assignments	Presentation Skills
Week 3	Innovation	The Wright Brothers
Week 4	The Pacific Conflict	US in World War II
Week 5	Post-War Settlement	Bombing of Hiroshima
Week 6	Technology	Breaking the Sound Barrier
Week 7	The Fight Against Communism	The Vietnam War
Week 8	The Civil Rights Movement	Martin Luther King
Week 9	A Divided Nation	The Anti-War Movement
Week 10	Political Violence	The Assassination of JFK
Week 11	Watergate	End of Nixon
Week 12	The Space Race	The Apollo Landings
Week 13	A New Conservatism	Reagan & the Religious Right
Week 14	Course Review	The 20th Century Influence on the Present Day

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

Students will be expected to make a presentation and submit a report on a relevant theme during the semester. In addition, regular reading assignments will be set with comprehension & vocabulary questions.No more than 3 absences will be permitted. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

None, but students are required to bring an A4/B4 binder to store the photocopies that will be distributed by the teacher at each lesson

【References】

An electronic dictionary or smart phone English dictionary is required at every class

【Grading criteria】

Classowrk & Participation 30%

Homework 30%

Presentation 20%

Report 20%

【Changes following student comments】

Giving at least a minimum of 1 weeks notice for all homework assignments, 1/2 month's notice for the report & presentation, depending on the presentation schedule

【Equipment student needs to prepare】

Students need to have access to a pc (& printer) in order to prepare their presentation & report

【Others】

Please join this class if you have an interest in this topic, a desire to improve your English skills, and are willing to attend classes on a regular basis and submit all homework & other assignments on time.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【】

This course, rather than simply leading students through key dates & events during the 20th century, seeks to analyze important developments & trends in US, such as war, technological innovation & foreign policy, which caused repercussions both domestically & internationally during the 20th century & beyond.

POL200LA

Social Science A

SCHIFANO ADRIEN

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 月 3/Mon.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.

【Goal】

By the end of the course, students are expected to have acquired:

1. a good understanding of the structures and processes of global governance at both international and regional levels
2. a firm grasp of the diversity of actors involved in the global governance process
3. comprehension of the specific characters of global governance and corresponding issues and challenges

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

【Method(s)】

Classes consist in discussion, documents study, and lecture. Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course. Feedback by peers and the instructor will be given in class.

Course contents will vary depending on number of students presentations to be performed in class.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Definitions, history, actors and institutions; methodology.
2.	Global governance I	Agenda and policy making.
3.	Global governance II	Decision-making processes.
4.	Global governance III	Follow-up mechanisms.
5.	Global governance IV	Prevention and settlement of conflicts.
6.	Regional governance I	Europe (1): historical background, institutional landscape, and challenges.
7.	Regional governance II	Europe (2): agenda and policies.
8.	Regional governance III	East Asia (1): historical background, institutional landscape, and challenges.

9.	Regional governance IV	East Asia (2): agenda and policies.
10.	Processes of global governance I	Promoting and protecting human rights and fundamental freedoms
11.	Processes of global governance II	Managing marine resources
12.	Processes of global governance III	Liberalizing trades
13.	Issues affecting global governance	Consistency, effectiveness, legitimacy Democratic deficit
14.	Conclusion	Towards a world government?

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

None.

【References】

Thomas G. WEISS and Rorden WILKINSON (editors), International Organization and Global Governance (2014) Routledge (ISBN 978-0-415-62760-3)

Thomas G. WEISS, Global Governance, Why? What? Whither? (2013) Polity (ISBN 978-07456660462)

Colin I. BRADFORD and Johannes F. LINN (editors), Global Governance Reform, Breaking the Stalemate (2007) Brookings Institution Press (ISBN 978-0-8157-1363-0)

Michael BARNETT and Raymond DUVAL, Power in Global Governance (2005) Cambridge University Press (ISBN 978-0521840248)

【Grading criteria】

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

【Changes following student comments】

Course material has been reviewed. Visuals have been improved.

【Equipment student needs to prepare】

A pen and some paper are a must.

【】

By what process are policies coordinated and actions concerted with regard to global issues? How and by whom are these processes organized and structured? Treating global governance as a process, this course examines how global governance functions at both international and regional levels through cases of Europe and East Asia. Henceforth, the course considers how these different levels of governance interact with regard to three different global issues and the policies built in response thereto in the two areas studied.

MAT100LA

Elementary Mathematics B

Takeyoshi KOGISO

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is a calculus course intended for those studying business, economics, or other related business majors, and a continuation of topics from “Elementary Mathematics II”. The following topics are presented with applications: derivatives, differentiation rules, derivative of an exponential function and logarithmic function, higher-order derivative, Taylor and Maclaurin series, integrals.

【Goal】

Students will become proficient in techniques of differentiation, understand the concept of rate of change and how to use it to solve real world problems.

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

【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries
02.	The Derivative and the Slope of a Graph	Differentiation: Basic Concepts 1
03.	Some Rules for Differentiation	Differentiation: Basic Concepts 2
04.	The Product and Quotient Rules	Differentiation: Basic Concepts 3
05.	The Chain Rule	Differentiation: Basic Concepts 4
06.	Derivatives of Exponential Functions	Differentiation: Basic Concepts 5
07.	Derivatives of Logarithmic Functions	Differentiation: Basic Concepts 6
08.	Higher-order Derivatives	Differentiation: Basic Concepts 7
09.	Extrema and the First-Derivative Test	Additional Applications of the Derivative 1
10.	Concavity and the Second-Derivative Test	Additional Applications of the Derivative 2
11.	The Mean Value Theorem, Taylor's Theorem	Additional Applications of the Derivative 3
12.	Taylor and Maclaurin Series	Additional Applications of the Derivative 4
13.	Approximate Values	Additional Applications of the Derivative 5)
14.	Antiderivatives, Differential Equation	Additional Topics 1

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

Solve the problems of the exercises well. Think by writing on a paper. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

You don't need to buy a textbook. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects

【】

In this class, you will learn the basics of calculus by doing exercises.

LANe100LA

Academic Literacy B

Thomas G. Power

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

【Goal】

The course textbook, University Success Reading, Transition Level, “helps students successfully work with challenging and engaging authentic content provided by top professors in their academic fields.” There are five major subject areas (Sociology, Economics, Biology, Humanities, and Environmental Engineering). Each unit has three parts: Part 1 and Part 2 focus on the fundamental and critical thinking skills most relevant for students preparing for university degrees; Part 3 introduces students to extended practice with the skills. Academic Literacy B focuses on fluency and accuracy, reading and research skills, and visual presentation and discussion skills.

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

【Method(s)】

This is an online class with no face-to-face classes in the Spring semester. Classes will be held in real time in Zoom or through on-demand lectures in Google Classroom. Active participation is essential. There will be a brief lecture about academic reading and oral communication skills introduced in the textbook and an analysis and discussion of reading passages each class. Students will improve their academic reading skills and oral communication skills through participation in pair and group activities, lectures, reading and writing assignments, class discussions, and two research projects. Homework will be given each week to prepare students for the following class. The interactive textbook and online learner lab (MyEnglishLab) provide additional ways to introduce authentic texts and review fundamental skills and critical thinking skills.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Introduction Review Skills Unit 3 Biology	Explanation of the course, class expectations, and grading criteria. Understand and recognize patterns of cohesion: cause/effect, compare/contrast, problem/solution Use outlines and graphic organizers
Week 2	Review Skills Unit 3 Biology	Evaluate evidence and argumentation Recognize and deal with faulty rhetoric Understand extended metaphor Identify and use expressions of function and purpose
Week 3	Unit 4 Humanities Part 1	Fundamental Skills: Develop and increase reading fluency Tolerating ambiguity Recognize and use rhetorical techniques Understand nominalization
Week 4	Unit 4 Humanities Part 2	Critical Thinking Skills: Synthesis information from several sources Understand multiple perspectives Evaluate the credibility and motives of sources Understand and use direct and indirect quotations Appreciate hedging

Week 5	Unit 4 Humanities Part 3	Extended Reading and Lecture: Cultivation of the Educated Person Passage: The Cultivation of Higher Learning Thinking Critically and Visually Thinking about Language Research Project
Week 6	Preparation of Research Projects	Students conduct research and prepare a research project related to a variety of philosophies and theories in education today. Students are encouraged to present a biographical portrayal, model debate, or persuasive speech.
Week 7	Group A: Presentations about Research Projects	Students from Group A present research projects about notable educational philosophers and theorists of the last 150 years.
Week 8	Group B: Presentations about Research Projects	Students from Group B present research projects about notable educational philosophers and theorists of the last 150 years.
Week 9	Unit 5 Environmental Engineering Part 1	Fundamental skills: Interpret visuals Understand text references to visuals Interpret the information in visuals Refer to visual data within and beyond a reading Recognize and learn multiword vocabulary items
Week 10	Unit 5 Environmental Engineering Part 2	Critical Thinking Skills: Definitions and Classifications Understand definitions and classifications Recognize and understand definitions within a text Work with classifications Understand and produce references to other sources Understand and use clarifiers
Week 11	Unit 5 Environmental Engineering Part 3	Extended Reading: In Pursuit of Clean Air Passage: Sources of Indoor Air Pollutants Thinking Critically and Visually Thinking about Language: nominalization and hedging
Week 12	Preparation of Research Project	Students prepare a research project related to the ways in which gaseous pollutants and particulate matter can detrimentally affect individuals' health. Students are encouraged to present a short audio documentary, a slideshow, or a short lecture.
Week 13	Presentations of Research Project	Students present research projects which compare and contrast a gaseous pollutant with a type of particulate matter, explain the process by which one pollutant is emitted and affects human health, and consider its implications for the future.
Week 14	Presentations of Research Projects Final Assessment	Students present research projects. Final comments

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

Students will use Zoom and Google Classroom in this course. Students are expected to come prepared to the online class by doing the readings and homework in advance. Research projects are to be completed outside of class, but the contents will be shared and discussed in class. The research projects will have both a written and visual component.

Late work will not be accepted unless there is a good reason (illness, emergency). University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

Zwier, Lawrence and Vosters, Maggie. (2020) University Success Reading, Transition Level. New Jersey: Pearson Education, Inc.
ISBN : 9780134400785

<https://www.pearson.co.jp/en/catalog/product.php?item=193008>

Additional handouts and reading materials will be provided by instructor.

[References]

Students are required to use the APA citation style when conducting research, writing summaries, and presenting research projects. Most research will be done on the internet and in the library.

[Grading criteria]

Final Evaluation will be based on:

Participation and regular attendance 20%

Homework and written assignments 30%

Two research projects 50%

More than three unexcused absences will result in a failing grade.

[Changes following student comments]

Not applicable.

[Equipment student needs to prepare]

Students need access to the internet and use of Zoom with audio and video capabilities.

[I]

The aim of Academic Literacy B is to provide students with opportunities to review and to improve their academic reading and oral communication skills, think critically, and present their opinions effectively in discussions, written responses, and two research projects. This course is designed to help students further develop transferable academic skills necessary for success in a university setting.

LANe100LA

College Writing A

Thomas G. Power

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 4/Fri.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

College Writing A introduces the formal structures of academic writing and ways to use original sources. Students will examine essay structures, the writing process, critical thinking skills, and ways to avoid plagiarism. This class will build confidence and competence in writing more generally while preparing students for College Writing B, in which they will write a formal research paper.

【Goal】

The goals of this course are to:

1. Study format and structure of an academic essay
2. Analyze different kinds of essays
3. Proofread, edit, and revise essay drafts
4. Evaluate and use academic sources
5. Express opinions and support them in argumentation
6. Develop critical thinking skills and a logical progression of thought.

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

【Method(s)】

Each class consists of a short lecture or demonstration of academic writing principles and a number of writing or editing exercises, as well as discussion activities. Often students will work together on exercises, both in small groups and as a class. Students will submit assignments and receive feedback in Google Classroom. Assignments must be completed in a timely manner.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Course introduction	Overview of the course
Week 2	Review Academic Writing Skills	Paragraph organization / topic sentence / supporting sentences / concluding sentence / transitions / citing sources
Week 3	Essay Structure I	Introduction: the hook and thesis statement / analysis of different essays
Week 4	Essay Structure II	Body Paragraphs: topic sentences / transitions / analysis of different essays
Week 5	Essay Structure III	Conclusion: restate or summarize / in-text citations, quotations, references
Week 6	Writing Process	First steps: brainstorming and outlining / how to construct an argument
Week 7	Using Original Sources I	Direct quotation and paraphrasing
Week 8	Using Original Sources II	Summarizing and synthesizing

Week 9	What is IMRaD?	Different kinds of organization / literature review
Week 10	Essay Practice I	Brainstorming and outlining / Reaction essay about Units 1-3
Week 11	Essay Practice II	Introduction: peer review and self-editing / analysis of different essays
Week 12	Essay Practice III	Body paragraphs: peer review and self-editing / analysis of different essays
Week 13	Essay Practice IV	Conclusion paragraph: peer review and self-editing / revision of reaction essay
Week 14	Final Essay Assessment	Student reports on final reaction essays / comments

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

If we cannot meet in the classroom on campus, there will be online real time meetings (Zoom) and on-demand lectures through Google Classroom. It is important that you are well prepared for each class and meet on time. If you are absent, you must complete all missed assignments, inform me in person or by email, and be ready for the next class.

University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

Folse, Keith S. and Pugh, Tison. (2020). Great Writing 5: From Great Essays to Research. Boston: National Geographic Learning. ISBN 978-0-357-02086-9

Additional handouts and reading materials will be provided by instructor.

【References】

Hacker, Diana and Sommers, Nancy. (2011) A Writer's Reference for Multilingual Writers and ESL, 7th Edition. Boston: Harvard University ISBN: 0-312-60143-3

Oshima, Alice and Hogue, Ann. (2014) Academic Writing Series: Essays to Research Papers. 5th Edition. Pearson Longman. ISBN: 0132912740

【Grading criteria】

30% Attendance and participation: discussions, group work, pair work, in class exercises and peer review.

40% Written assignments.

30% Final reaction essay

More than three unexcused absences will result in a failing grade.

【Changes following student comments】

Not Applicable.

【】

College Writing A introduces the formal structures of academic writing and ways to use original sources. Students will examine essay structures, the writing process, critical thinking skills, and ways to avoid plagiarism. This class will build confidence and competence in writing more generally while preparing students for College Writing B, in which they will write a formal research paper.

LIN200LA

Intercultural Communication B

Noriko Ishihara

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multicultural identities while studying dynamic cultural dimensions.

【Goal】

In this course, you will 1) cultivate your understanding of the relationships between culture and identity, 2) be able to analyze examples of and reasons for intercultural clashes and relate to others respectfully to come up with constructive solutions to intercultural issues and confusions, 3) be able to use concepts such as stereotypes, generalizations, othering, and marginalization in your analysis, 4) reflect on your intercultural experiences and multicultural identities.

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

【Method(s)】

This is a hybrid class. Depending on the pandemic situation, we may meet most of the weeks on Zoom but if the situation allows, we may meet some weeks in person. Please see Hoppii for details and refer to the instructions there on how to connect to Zoom to attend the first class online.

Before class you are required to work on reading and complete assignments. In class we study relevant material, complete application tasks in small groups, and share your discussion with the whole class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Self-introduction, course information, ice-breaking activity
2	What is culture?	Visible/invisible culture, 3Ps in understanding culture
3	3Ps of culture, Characteristics of culture	Perspectives of culture
4	Stereotypes and generalizations	Definitions and examples
5	Essentialization	The language of generalization
6	Othering and marginalization	Case study discussion
7	Cultural diversity in academia and the workplace	Understanding diversity as an asset

8	Similarities and differences in cultural orientations-1	Analysis of cultural orientations (#1-3)
9	Similarities and differences in cultural orientations-2	Analysis of cultural orientations (#4-6)
10	Cultural case studies - 1	Analysis of use of time and group dynamics
11	Cultural case studies - 2	Application of Hofstede's Cultural Dimensions and other frameworks
12	Student-led discussions - 1	Intercultural case studies (group presentations)
13	Student-led discussions - 2	Intercultural case studies (group presentations)
14	Student-led discussions - 3, reflection	Intercultural case studies (group presentations), Wrap-up discussion

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

You should complete assigned reading and/or writing before coming to class. Come ready to discuss the material with your classmates coming from different (sub)cultures.

University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】

Weekly readings will be made accessible through the course website (Google Classroom). Become familiar with this online resource to download readings and post your assignments. You are also expected to check your university email account daily to keep up with course announcements.

【References】

Handouts and resources related to the course content will be distributed in class or made available in Google Classroom.

【Grading criteria】

You will receive a formal evaluation of your work at the end of the term. The grade on a late assignment will be lowered. You will be graded on:

- 1) Participation (20%)
- 2) Reading assignments and quizzes (50%)
- 3) Cultural case study discussion (10%)
- 4) Final paper (20%) (tentative percentages)

Regular attendance is essential in order to benefit from the interactive nature of this course. You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

【Changes following student comments】

Because this course is to be conducted in English, students must be competent speakers/writers of English (e.g., native or proficient with TOEFL® iBT 61 or above). International and Japanese students of any majors are welcome as long as they are interested in diverse world cultures. Students should view each other's cultural experiences as an asset to this course and create a friendly and respectful learning community.

【Equipment student needs to prepare】

Be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

【Others】

Depending on the pandemic situation and your preferences, course delivery method may be changed. Please check the announcement to be made on Hoppii before the start of the course.

【】

In today's globalization, we are increasingly required to interact internationally across linguistic and cultural borders. Misunderstandings and conflicts are bound to occur, which calls for constructive dialogues and creative solutions. In this course, we will focus primarily on "invisible culture" to deepen your understanding of diversity in cultural orientations, values, behavior, and language uses. You will also reflect on your intercultural experiences and explore your multicultural identities while studying dynamic cultural dimensions.

HIS200LA

Intercultural Communication A

Fujimoto Hiroshi

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

From the middle of the nineteenth century, more and more Japanese people traveled abroad hoping to learn new knowledge from foreign countries. On the other hand, some people came to Japan from Europe, North America, and Asia with various purposes, such as business, diplomacy, evangelism, and education. Why and how did these people decide to travel from/to Japan? What did they learn from foreign cultures? What did they bring back to their home countries? This course offers students an opportunity to discuss these questions and explore the struggles and achievements of pioneering historical figures who crossed the borders and received rich experiences in foreign countries.

【Goal】

Students will be familiarized with the nature and methods of history.

Students will gain basic knowledge on modern and contemporary Japanese history from a global perspective.

Students will develop their skills for reading, presenting, and writing through historical documents.

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

【Method(s)】

Based on the assigned readings and the instructor's lectures, students will discuss various topics on modern and contemporary Japanese history from a global perspective.

Students are expected to read the assigned materials before a class and to actively contribute to the class discussion. Students are also expected to give one presentation and to write one essay on a historical figure whom students choose.

All the assigned documents are written in English, and discussion, presentation, and writing are conducted in English. Knowledge of Japanese history and the Japanese language will be helpful, but it is not required.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course overview
2	Overview	Lecture on Japanese history from a global perspective
3	Overseas Students 1:	Reading and discussion of the topic; short student presentations
4	Overseas Students 2	Reading and discussion of the topic; short student presentations
5	Educators 1	Reading and discussion of the topic; short student presentations
6	Educators 2	Reading and discussion of the topic; short student presentations
7	Film screening	Film screening on a relevant topic

8	Businessmen 1	Reading and discussion of the topic; short student presentations
9	Businessmen 2	Reading and discussion of the topic; short student presentations
10	Evangelists 1	Reading and discussion of the topic; short student presentations
11	Evangelists 2	Reading and discussion of the topic; short student presentations
12	Student Presentations 1	Presentations about a historical figure whom students choose for the final essay
13	Student Presentations 2	Presentations about historical figures whom students choose for the final essay
14	Wrap-Up	Reflection on the class; advice for the final essay

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

University guidelines suggest preparation and review should be around two hours a week for a two-credit course.

【Textbooks】

The reading assignments will be made available online through the course management system.

【References】

The references will be made available online through the course management system.

【Grading criteria】

Class participation 50%; Presentations 25%; Final essay 25%

Class participation:

Students are expected to read the assigned materials and contribute to class discussions. Simply showing up for class is not enough. Students may miss class only if it qualifies as an excused absence (e.g., illness or grievance). Please clear your absences with the instructor beforehand. Three or more unexcused absences can result in failure.

Presentations:

Students are expected to give two presentations; one is about the assigned readings, and the other is about a historical figure whom students choose for the final essay.

Final essay:

Using the assigned readings as a starting point, students are expected to prepare a 5 to 10-page paper on a historical figure whom students choose.

【Changes following student comments】

N/A

【

From the middle of the nineteenth century, more and more Japanese people traveled abroad hoping to learn new knowledge from foreign countries. On the other hand, some people came to Japan from Europe, North America, and Asia with various purposes, such as business, diplomacy, evangelism, and education. Why and how did these people decide to travel from/to Japan? What did they learn from foreign cultures? What did they bring back to their home countries? This course offers students an opportunity to discuss these questions and explore the struggles and achievements of pioneering historical figures who crossed the borders and received rich experiences in foreign countries.

Students will receive feedback individually or during sessions to improve their future assignments.

LIN200LA

Intercultural Communication D

Noriko ISHIHARA

Subtitle：Art-Based Education: Learning language and social activism

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Have you learned an additional language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

【Goal】

In this course, you will: 1) understand and appreciate artistic forms of language education, 2) understand social activism behind artistic expression, 3) be able to analyze the relevance of the social issues to the present-day world of globalization, and 3) participate in an art-based approach to language learning/teaching using your creativity. You will also reflect on your own reactions to an artistic approach to language education and social justice and consider how this learning may influence your values, identities and worldview.

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

【Method(s)】

This is an online, real-time delivery course; every class will be taught on Zoom. Please refer to the instructions on Hoppii on how to connect to Zoom to attend the first class online, in which more detail will be explained.

Before class you are required to work on some reading assignments. In class we study new material, complete relevant tasks in pairs or small groups, and share your discussion with the class. You are encouraged to actively participate in this problem-based learning (PBL). Feedback will be given orally in interaction throughout the course. Written feedback will be provided for your written papers within a week of submission.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Introduction	Course information, getting to know each other
2	Learning language from/with art	Learning language from poetry, Marshall Rosenberg
3	Poetry - 1, social activism	Developing identities through poetry, Mother Teresa
4	Poetry - 2, social activism	Participate in poetry writing, Mahatoma & Katurabai Gandhi
5	Film, social activism	Film for art and social justice, Nelson Mandela
6	Stories/Story-telling, social activism	Learning language through narratives, Mairead Corrigan McGuire & Betty Williams
7	Artistic creativity in peace linguistics, social activism	Language learning and peace, H. H. The Dalai Lama
8	Music - 1, social activism	Learning language through music, social activist (TBA)
9	Music - 2, social activism	Social activism through music, Peter Benenson
10	Children's literature,	Art and social justice in picture books, Sister Chan Khong
11	Folk tales	Peace education via kamishibai theater, Cesar Chavez
12	Novels	Learning language and social issues through literature, Meena Keshwar Kamal
13	Speeches	Learning language and social issues through a speech, social activist (TBA)
14	Wrap-up	Reflection and your artistic expression

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

You should complete assigned reading and/or assignments ahead of time and come to class ready for discussion. Review your lesson thoroughly after class.

For your presentations, develop an art-based language lesson (peer teaching) and creative multi-media talk on a social activist.

University guidelines suggest the preparation and review time of around two hours a week for a two-credit course like this one. 本授業の準備学習・復習時間は、各 2 時間を標準とします。

【Textbooks】

Censor, Meera. (2011). Humanitarians for justice, nonviolence, and peace. San Bernardino, California.

【References】

Other readings will be distributed through the course website, Google Classroom. Handouts and resources related to the course content are to be provided in class or made available in Google Classroom.

【Grading criteria】

- Participation (20%)
- Micro-teaching using an art-based approach (25%)
- Mini-research presentation on a social activist (25%)
- Reflective writing (30%)

You will not be able to pass this course if you miss more than three class periods a semester except in extreme circumstances.

【Changes following student comments】

Message to the course participants:

This is a relatively new course that opened in the spring of 2019. We had fascinating discussion and both students and I learned a great deal! This course is conducted in English. Students must be competent speakers of English (native or proficient with TOEFL® iBT 61+ or equivalent). If your scores are TOEFL® iBT 61 - 100, you can take this course but be ready to make a little more thorough preparation each week.

If you are interested in current issues, you're an excellent fit for this class. If you are more of a learner who likes the fun of language and art, you are also welcome. I expect international and Japanese students of all majors to work collaboratively despite their different cultural and linguistic backgrounds. Come with an open mind and learn from each other!

【Equipment student needs to prepare】

Please be prepared to use Hoppii, Google Classroom, and Zoom with your university account and check your university email daily. You will need to use a headset with a microphone if you are attending class on campus.

【】

Have you learned an additional language through music, film, poetry, stories, novels, or any other forms of art? What was your experience like? In this course, we start by discussing why art facilitates learning, especially second language acquisition. You will then experience various forms of art incorporated into language learning and teaching through the modeling by the instructor as well as through peer teaching. We are also going to discuss social activism expressed through artwork and research activism in the world.

LANe100LA

Intercultural Communication E

Corinne VALLIENNE

Subtitle :

Term : 秋学期授業/Fall | Credit(s) : 2 | Day/Period : 金 1/Fri.1 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

このクラスでは、ファッションと料理にフランス文化を発見しましょう。

In this class you will discover French culture in fashion and gastronomy. Intercultural part is also important and you will improve your knowledge about French culture.

【Goal】

ファッションと料理の語彙や表現を発見。学生は、ファッションと料理のテーマについての会話を作ることができるようになります。you will be able to describe a fashion show and talk about stylists as well as to recognize regional dishes and chef. You will improve your knowledge about French culture.

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

【Method(s)】

フランスのファッションとグルメの文化についてのテキストとビデオを制作します。

We will study documents about French fashion and French Gastronomy. For example, you will discover famous French city, Chefs and Stylists. Intercultural part is very important in this class and you will have to think about your own habits and compare with your own culture. You'll have some reports (4 or 5) during the semester and a Final report.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
第 1 回	Presentation	program of the semester
第 2 回	French region	Lyon 1 - All about the beginning of French "cinema"
第 3 回	gastronomy	Lyon 2 - the specificity of Lyon cuisine
第 4 回	Culture	Lyon 3 - what about the cultural aspects of Lyon
第 5 回	Fashion	Coco Chanel -
第 6 回	Gastronomy	Do you know "Champagne" ? how to make champagne and the symbol of this famous drink
第 7 回	Gastronomy	Champagne 2 - What is the Champagne gastronomy ? Champagne is not only a drink, it is a famous region of France too.
第 8 回	Culture	What can you visit in Champagne ?
第 9 回	Gastronomy	Joël Robuchon, one of the famous French chef.
第 10 回	Culture	Paris 1 - Paris's secrets - Museum and places you don't know in Paris
第 11 回	Gastronomy	Paris 2 - What do Parisien eat ? Speciality of Paris
第 12 回	Gastronomy and culture	The art of eating from Middle age to XIXe century

第 13 回 Revision Fashion and gastronomy revisions

第 14 回 Exam Exam

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

文献を事前に読む、テキスト・演習問題の予習・復習、授業内で示される課題（レポート、演習問題）対応など、準備学習・復習・宿題等の内容を具体的に記述します。Preparatory study and review time for this class are 2 hours each. Preparatory study and review time for this class are 2 hours each. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

dictionary - 辞書

【References】

辞書- a dictionary will help you to understand some French sentences or expressions

【Grading criteria】

出席と参加 - CLASSROOM PRESENCE AND PARTICIPATION : 50%.

最終試験 - FINAL EXAM : 50 %

【Changes following student comments】

直近の授業改善アンケートを踏まえた授業改善のための取り組みや工夫の内容を示します。

【Equipment student needs to prepare】

For online or On demand classes, it is important to have a computer and internet connexion.

【】

you will be able to describe and recognize a style looking at fashion show and talk about stylists as well as to recognize regional dishes and chef, etc.

ARSe200LA

Intercultural Communication G

Taro OGATA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 2/Wed.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.

【Goal】

Through the course, students will deepen their knowledge of Japan, which may support communication with Japanese people inside and outside of the campus.

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

【Method(s)】

Materials of each class will be available from Hoppi.

Every class includes quizzes or/and assignments.

Students are required to answer quizzes after the class.

Feedbacks on each task will be given through Hoppi.

There is a possibility that the schedule may be modified.

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

なし / No

【Fieldwork in class】

あり / Yes

【Schedule】

No.	Theme	Contents
Week 1	Orientation	Class orientation
Week 2	Geography	Introduction to geographical variations in Japan
Week 3	Social systems	Politics, Education etc.
Week 4	Demography	Demographic crisis
Week 5	Ethnicity and language	Ethnicity and minorities/Culture and Politics of language in modern Japan
Week 6	Family system	Concept of ie (家), marriage, birth, gender roles.
Week 7	Gender	Introduction to gender stratification in Japan today
Week 8	Religion 1	Religions in modern Japan: an overview
Week 9	Religion 2	Shinto and shrine
Week 10	Culture 1	Traditional arts: an overview
Week 11	Culture 2	Introduction to Japanese garden
Week 12	Culture 3	Pop cultures
Week 13	Culture 4	Cuisine and identity
Week 14	Conclusion	Conclusion

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

2 hours a week.

【Textbooks】

Original handouts

【References】

Lyon, V., Bestor, T.C. with Yamagata, A. (ed.), Routledge Handbook of Japanese culture and society, Routledge, 2011.

Sugimoto, Y., An Introduction to Japanese society 4th ed., Cambridge University Press, 2014.

【Grading criteria】

quizzes and assignments 50%

Report or/and Presentation 50%

【Changes following student comments】

Nothing special

【Others】

There is a possibility that the schedule may be modified.

【】

The purpose of the course is to provide students with opportunities to broaden their knowledge of Japan, especially in the areas of geography, history, education, family, gender, culture and so on.

ARSe200LA

Intercultural Communication H

Sonoko Yamamoto

Subtitle :

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金 4/Fri.4 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

The objective of this course is to provide students with a brief survey of Japanese culture, covering both traditional and modern aspects. It also aims to raise students' awareness of the Japanese culture as well as their own, which will promote a better intercultural communication with local people. Classes will consist of lectures and various activities, including discussions, reaction paper writing, and student presentations.

【Goal】

At the end of this course, the students are expected to have a clearer and deeper understanding of Japanese culture and people, which eventually facilitates intercultural communication with Japanese people.

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

【Method(s)】

This course will consist of primarily lectures, discussions and presentations. Students are expected to actively participate in class-/ group discussions and oral presentations.

The basic language used in class will be English, however, occasionally Japanese will be also used because of the nature of our topics.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
Week 1	Class Orientation and Self-Introduction	[A selection process may occur.] ・ class-orientation ・ self-introduction ・ greetings(as a part of culture)
W 2	Stereotypes	・ What is a stereotype? ・ Image of Japan: Collectivism, homogeneity and vertically structured society.
W 3	Geography	・ Outline of Japanese geography.
W 4	Seasonal Events ①	・ Seasonal events from April to September.
W 5	Seasonal Events ②	・ Seasonal events from October to March.
W 6	Rituals	・ Common rituals in Japanese life.
W 7	Beliefs	・ Religions. ・ Taboos, superstitions, ghosts and the supernatural.
W 8	Foods	・ Japanese traditional foods and drinks, including home-cooking, bento, Kaiseki and Teas.
W 9	Theater	Noh, Kabuki, Bunraku
W 10	Communication ①	・ Characteristics of verbal communication.

W 11	Communication ②	・ Characteristics of non-verbal communication.
W 12	Architecture and Urban Planning	・ Housing ・ Brief history and characteristics of Edo/Tokyo. ・ Natural disasters and their influence on architecture.
W 13	People	・ History & varieties. ・ 'Minorities' ・ Political correctness issues.
W 14	Final Exam	Review Check of the whole course.

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

- ・ Reading of assigned materials
- ・ Preparation for allotted presentation.
- ・ University guidelines suggest preparation and review are around 4 hours a week for a two-credit course.

【Textbooks】

Handouts

【References】

- ・ 日鉄住金総研『日本 その姿と心』NIPPON JAPAN THE LAND AND ITS PEOPLE
学生社 (2014) < DVD >
- ・ 松本美江『英語で日本紹介ハンドブック』アルク (2014)
(MATSUMOTO Mie, An Introductory Handbook to Japan and Its People, ALC)
- ・ E.Meyer "The Culture Map:Breaking Through the Invisible Boundaries of Global Business" Public Affairs, 2014
- ・ Nisbett Ph.D., Richard "The Geography of Thought: How Asians and Westerners Think Differently...and Why" Free Press, 2004

*Additional relevant literature will be introduced in class as necessary.

【Grading criteria】

Class participation 30%

Presentation 30 %

Reaction paper writhing 10%

Final examination 30%

【Changes following student comments】

If the conditions permit, the students will have more discussions with their classmates who have various cultural backgrounds, concerning not only Japanese culture but also the cultures of their own.

【Equipment student needs to prepare】

Device to access Google Classroom and ZOOM.

【Others】

★ The class starts on the 9th April.

★ Be sure to join Google Classroom.

★ Check Hoppii and your Hosei account mail!

・ Do not miss the first class as the detailed syllabus will be handed out and a selection process may occur.

・ The schedule may be subject to change based on class size and other factors.

【】

ditto

LANj100LF

Elementary Foreign Languages A

Sonoko YAMAMOTO

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

[Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ2

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうごはどうでしたか L13. なにかたべたいですね かんじ8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを1じかんぐらいします。

かんじとぶんぼうのしゅくだいをします。

【Textbooks】

【DAICHI I main textbook】3A network (2,800yen + tax) 978-4883194766

【DAICHI I Translation of the main text and grammar notes】3A network (2,000yen + tax) 978-4883194773

【だいち I メインテキスト】スリーエーネットワーク (2,800 円+税) 978-4883194766

【だいち I ぶんけいせつめいとほんやく えいごばん】スリーエーネットワーク (2,000 円+税) 978-4883194773

【References】

【Nihongo Challenge N4-N5(Kanji)】ask (1,300yen + tax) 978-4-87217-757-2

【にほんごチャレンジ N4-N5 (かんじ)】アスク (1,300 円+税) 978-4-87217-757-2

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいじょう けっせきするとたんいはできません。そして、きまつしけんをうけることができません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいのコメントから、ボランティアがくせいとのこうりゅうのきかいをことしももちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages D

Ayaka Kawachi

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。 もくてきは、日本語（にほんご）でかんたんな コミュニケーションができる ようになることです。</p>	2	Review (L8-10)	<p>L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2</p>
<p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができる ようになります。 ・かんじを 150 ぐらい よんだり かいたり することができます。 ・CEFR の A2 レベルの ちからが つきます。 ・JLPT の N5 レベルの ちからが つきます。</p>	3	Review (L11-13)	<p>L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3</p>
<p>[Which item of the diploma policy will be obtained by taking this class?]</p>	4	Lesson14	<p>L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4</p>
<p>[Method(s)] Method is as follows: 進（すす）め方（かた）と方法（ほうほう）は つぎのとおりです。</p>	5	Lesson15 ①	<p>L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5</p>
<p>The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals. にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたり します。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょう します。</p>	6	Lesson15 ② Lesson16 ①	<p>L15(2) L16.May I touch it a little? kanji 6 L16. ちょっとさわってもいいですか かんじ 6</p>
<p>Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p>	7	Lesson16 ② Lesson17 ①	<p>L16(2) L17.Please don't overdo it kanji 7 L16(2) L17. あまり むりを ししないでください かんじ 7</p>
<p>[Active learning in class (Group discussion, Debate.etc.)] あり / Yes</p>	8	Lesson17 ②	<p>L17(2)</p>
<p>[Fieldwork in class] なし / No</p>	8	Mid-term Exam (L1 - L17)	<p>Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8</p>
<p>[Schedule]</p>	9	Lesson18	<p>L18.I have never seen sumo kanji 9 L18. すもうを みたことが ありません かんじ 9</p>
<p>No. Theme Contents</p>	10	Lesson19	<p>L19.I think the station is bright and clean kanji 10 L19. えきは あかるくて、きれいだとおもいます かんじ 10</p>
<p>1 Review (L1-7)</p>	11	Lesson20 ①	<p>L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これは かのじょから もらった T シャツです かんじ 11</p>
<p>L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな シャツですね かんじ 1</p>	12	Lesson20 ② Lesson21 ①	<p>L20(2) L21.If it rains, the tour will be cancelled kanji 12 L20(2) L21. あめが ふったら、ツアーは ちゅうしです かんじ 12</p>

13	Lesson21 ② Lesson22 ①	L21(2) L22.You cooked a meal for me kanji 13 L21(2) L22. しょくじをつくってくれました かんじ 13
14	Lesson22 ② Final Exam(L18-L22) Review	L22(2) Final Exam(L18-L22) Review L22(2) きまつテスト (L18-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メインテキスト』 スリーエーネットワーク (2,800円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しゅくだい : 20 %

クイズ : 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいへいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせい の コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J2 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages D

Akiko Kometani

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんからちゅうきゅうぜんはんの学生（かくせい）のためのそうごうクラスです。

にちじょうせいかつのなかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくをたかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがきます。

・JLPT の N4 レベルのちからがきます。

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

[Method(s)]

Method is as follows:

進（すす）め方（かた）と方法（ほうほう）は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうできなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんできなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね
9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばにほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かつたのに… L40. むすこを じゅくにいかせたいんですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing/reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい してください。
ことばとかんじ、ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 とうごう I (げつようび)、J3 とうごう II (かようび)、J3 とうごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよくすすめます。

*1 しゅうめと2 しゅうめのクラスには、かならず しゅっせきしてください。3 しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

LANj100LF

Elementary Foreign Languages A

Akiko Kometani

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：月 2/Mon.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための せうごうクラスです。

にちじょうせいかつのなかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくをたかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがつかます。

・JLPT の N4 レベルのちからがつかます。

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

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、34	L33. (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
10	Lesson34、35	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばにほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
11	Lesson36、37	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにいかせたいんですが…
12	Lesson37、38	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing/reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい してください。
ことばとかんじ、ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいちII メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよく すすめます。

*1 しゅうめと2 しゅうめのクラスには、かならず しゅっせきしてください。3 しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

LANj100LF

Elementary Foreign Languages B

Sonoko YAMAMOTO

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを60ぐらいよんだりかいたりすることができます。

・CEFRのA1レベルのちからがつきます。

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

[Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)はつぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroomでします。

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ2

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうほうはどうでしたか L13. なにかたべたいですね かんじ8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト(L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを1じかんぐらいしてください。

かんじとぶんぼうのしゅくだいがあります。

【Textbooks】

【DAICHI I main textbook】3A network (2,800yen + tax) 978-4883194766

【DAICHI I Translation of the main text and grammar notes】3A network (2,000yen + tax) 978-4883194773

【だいち I メインテキスト】スリーエーネットワーク (2,800 円+税) 978-4883194766

【だいち I ぶんけいせつめいとほんやく えいごばん】スリーエーネットワーク (2,000 円+税) 978-4883194773

【References】

【Nihongo Challenge N4-N5(Kanji)】ask (1,300yen + tax) 978-4-87217-757-2

【にほんごチャレンジ N4-N5 (かんじ)】アスク (1,300 円+税) 978-4-87217-757-2

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいじょう けっせきするとたんいはできません。そして、きまつしけんをうけることができません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいのコメントから、ボランティアがくせいとのこうりゅうのきかいをことしももちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages E

Hiroyuki KANEKO

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

No.	Theme	Contents			
			2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2
			3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3
			4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4
			5	Lesson15 ①	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5
			6	Lesson15 ② Lesson16 ①	L15(2) L16.May I touch it a little? kanji 6 L16. ちょっとさわってもいいですか かんじ 6
			7	Lesson16 ② Lesson17 ①	L16(2) L17.Please don't overdo it kanji 7 L16(2) L17. あまり むりを ししないでください かんじ 7
			8	Lesson17 ② Mid-term Exam (L1 - L17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8
			9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9
			10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきはあかるくて、きれいだとおもいます かんじ 10
			11	Lesson20 ①	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これはかのじよからもらった T シャツです かんじ 11
			12	Lesson20 ② Lesson21 ①	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L20(2) L21. あめがふったら、ツアーは ちゅうしです かんじ 12

13	Lesson21 ② Lesson22 ①	L21(2) L22.You cooked a meal for me kanji 13 L21(2) L22. しょくじをつくってくれました かんじ 13
14	Lesson22 ② Final Exam(L18-L22) Review	L22(2) Final Exam(L18-L22) Review L22(2) きまつテスト (L18-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しゅくだい : 20 %

クイズ : 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいへいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせい の コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J2 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages E

Ayaka Kawachi

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんからちゅうきゅうぜんはんの学生（かくせい）のためのそうごうクラスです。

にちじょうせいかつのなかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくをたかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがきます。

・JLPT の N4 レベルのちからがきます。

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

[Method(s)]

Method is as follows:

進（すす）め方（かた）と方法（ほうほう）は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうできなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんできなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに 公園が あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
9	Lesson33、34	L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かつたのに… L40. むすこを じゅくにいかせたい んですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい してください。
ことばとかんじ、ぶんぼうの しゅくだいがあります。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

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『だいちII ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよく すすめます。

*1 しゅうめと2 しゅうめのクラスには、かならず しゅっせきしてください。3 しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

LANj100LF

Elementary Foreign Languages B

Ayaka Kawachi

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：火 2/Tue.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生（かくせい）のための そうごうクラスです。

にちじょうせいかつの なかで いろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくを たかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Wastage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらい よんだり かいたり することができます。

・CEFR の A2 + レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが でています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうには いろいろと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、34	L33. (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
10	Lesson34、35	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
11	Lesson36、37	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かったのに… L40. むすこを じゅくにいかせたいんですが…
12	Lesson37、38	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
13	Lesson39、40	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing/reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。
ことばとかんじ、ぶんぼうの しゅくだいがあります。

【Textbooks】

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『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよく すすめます。

*1 しゅうめと2 しゅうめのクラスには、かならず しゅっせきしてください。3 しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

LANj100LF

Elementary Foreign Languages C

Ayaka Kawachi

Subtitle：(J1)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

このクラスはにほんごをはじめてべんきょうするがくせいのクラスです。もくてきは、にほんごでかんたんなコミュニケーションができるようになることです。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A1 in CEFR (the Common European Framework of Reference for Languages scale).

・このクラスでは、にほんごをつかってかんたんなコミュニケーションができるようになります。

・かんじを 60 ぐらいよんだりかいたりすることができます。

・CEFR の A1 レベルのちからがつきます。

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

[Method(s)]

Method is as follows:

進(すす)め方(かた)と方法(ほうほう)は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きはんてきなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいのていしゅつ・フィードバックは、Google Classroom でします。

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

あり/Yes

[Fieldwork in class]

なし/No

[Schedule]

No.	Theme	Contents
1	Lesson 1	L1. I am Lin Tai (self introduction/greeting/introducing each other) hiragana 1 L1. わたしはリン・タイです ひらがな1
2	Lesson 2	L2. What is that CD? (learning words for daily goods/food etc.), hiragana 2 L2. それはなんのCDですか ひらがな2
3	Lesson 3	L3. This is Yuri University (asking prices/location of the rooms) katakana 1 L3. ここはゆりだいがくです カタカナ1
4	Lesson 4	L4. What are you going to do tomorrow? (describing basic daily activities) katakana 2 L4. あしたなにをしますか カタカナ2
5	Lesson 5	L5. What time is it now in Sydney? (asking and telling time) kanji 1 L5. シドニーはいまなんじですか かんじ1
6	Lesson 6	L6. I'm going to Kyoto (telling birthday, describing weekly schedule) kanji 2 L6. きょうとへいきます かんじ2

7	Lesson 7	L7. It's beautiful photograph, isn't it? (describing things and states using adjectives) kanji 3 L7. きれいなしゃしんですね かんじ3
8	Mid-term Exam (L1-L7) Lesson 8 ①	Mid-term Exam (L1-L7) L8. Where is Mt.Fuji? (asking and telling the location of people/things) kanji 4 L8. ふじさんはどこにありますか かんじ4
9	Lesson 8 ② Lesson 9 ①	L8(2) L9. What kind of sports do you like? (expressing preferences /reasons) kanji 5 L8(2) L9. どんなスポーツが好きですか かんじ5
10	Lesson 9 ② Lesson10 ①	L9(2) L10. I learned the tea ceremony from Ms.Watanabe (talking about giving and receiving presents, ordering at the cafe) kanji 6 L9(2) L10. わたしはわたなべさんにおちゃをならいました かんじ6
11	Lesson10 ② Lesson11	L10(2) L11. Which is colder, Tokyo or Seoul? (comparing things using adjectives) kanji 7 L10(2) L11. とうきょうとソウルとどちらがさむいですか かんじ7
12	Lesson12 Lesson13 ①	L12. How was your trip? (expressing impressions on past events) L13. We want something to eat, don't we? (expressing what you want and want to do) kanji 8 L12. りょうほうはどうでしたか L13. なにかたべたいですね かんじ8
13	Lesson13 ② Lesson14 ①	L13(2) L14. My hobby is listening to music(talking about hobbies) kanji 9 L13(2) L14. わたしのしゅみはおんがくをきくことです かんじ9
14	Lesson14 ② Final Exam(L8-L14) Review	L14(2) kanji 10 Final Exam(L8-L14) Review L14(2) かんじ10 きまつテスト (L8-L14) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを1じかんぐらいしてください。

かんじとぶんぼうのしゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』3A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』3A network (2,000yen + tax) 978-4883194773

『だいち I メインテキスト』スリーエーネットワーク (2,800 円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』スリーエーネットワーク (2,000 円+税) 978-4883194773

[References]

『Nihongo Challenge N4-N5(Kanji)』ask (1,300yen + tax) 978-4-87217-757-2

『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J1 General consists of J1 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん：20 %

ちゅうかんテスト：20 %

きまつテスト：20 %

しゅくだい：20 %

クイズ：20 %

*このクラスは、J1 そうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいいじょう けっせきするとたんいはできません。そして、きまつしけんをうけることができません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいのコメントから、ボランティアがくせいとのこうりゅうのきかいをことしももちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J1 General consists of J1 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J1 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J1 そうごう I (げつようび)、J1 そうごう II (かようび)、J1 そうごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[]

This course is for students with no or little knowledge of Japanese. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages F

Sonoko Yamamoto

Subtitle：(J2)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷/Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

<p>[Outline and objectives] This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations. このクラスは、しょきゅうこうはんレベルの学生（がくせい）のための そうごうクラスです。 もくてきは、日本語（にほんご）でかんたんな コミュニケーションができる ようになることです。</p> <p>[Goal] By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.1 (Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N5 (or halfway to N4) in JLPT (the Japanese Language Proficiency Test scale). ・このクラスでは、にほんごをつかって きほんてきな コミュニケーションができる ようになります。 ・かんじを 150 ぐらい よんだり かいたりすることができます。 ・CEFR の A2 レベルの ちからがつきます。 ・JLPT の N5 レベルの ちからがつきます。</p> <p>[Which item of the diploma policy will be obtained by taking this class?]</p> <p>[Method(s)] Method is as follows: 進（すす）め方（かた）と方法（ほうほう）は つぎのとおりです。</p> <p>The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.</p> <p>にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。 きほんてきな ぶんぼうや、かんじ、ことばなども べんきょうします。</p> <p>Feedback for assignments: フィードバック： Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。</p> <p>[Active learning in class (Group discussion, Debate.etc.)] あり/Yes</p> <p>[Fieldwork in class] なし/No</p> <p>[Schedule]</p> <table border="1"> <thead> <tr> <th>No.</th> <th>Theme</th> <th>Contents</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Review (L1-7)</td> <td>L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな シャリンですね かんじ 1</td> </tr> </tbody> </table>	No.	Theme	Contents	1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな シャリンですね かんじ 1	2	Review (L8-10)	L8.Where is Mt.Fuji? L9.What kind of sports do you like? L10.I learned the tea ceremony from Ms.Watanabe kanji 2 L8. ふじさんは どこに ありますか L9. どんな スポーツがすきですか L10. わたしは わたなべさんに おちゃを ならいました かんじ 2
No.	Theme	Contents							
1	Review (L1-7)	L1.I am Lin Tai L2.What is that CD? L3.This is Yuri University L4.What are you going to do tomorrow? L5.What time is it now in Sydney? L6.I'm going to Kyoto L7.It's beautiful photograph, isn't it? kanji 1 L1. わたしは リン・タイです L2. それは なんの CD ですか L3. ここは ゆりだいがくです L4. あした なにを しますか L5. シドニーは いま なんじですか L6. きょうとへ いきます L7. きれいな シャリンですね かんじ 1							
	3	Review (L11-13)	L11.Which is colder, Tokyo or Seoul? L12.How was your trip? L13.We want something to eat, don't we? kanji 3 L11. とうきょうと ソウルと どちらが さむいですか L12. りょこうは どうでしたか L13. なにか たべたいですね かんじ 3						
	4	Lesson14	L14.My hobby is listening to music kanji 4 L14. わたしの しゅみは おんがくを きくことです かんじ 4						
	5	Lesson15 ①	L15.Others are using it now kanji 5 L15. いま、ほかのひとが つかって います かんじ 5						
	6	Lesson15 ② Lesson16 ①	L15(2) L16.May I touch it a little? kanji 6 L16. ちょっとさわってもいいですか かんじ 6						
	7	Lesson16 ② Lesson17 ①	L16(2) L17.Please don't overdo it kanji 7 L16(2) L17. あまり むりを ししないでください かんじ 7						
	8	Lesson17 ② Mid-term Exam (L1 - L17)	L17(2) Mid-term Exam (L1 - L17) kanji 8 ちゅうかんテスト (L1-L17) かんじ 8						
	9	Lesson18	L18.I have never seen sumo kanji 9 L18. すもうを みたことがありません かんじ 9						
	10	Lesson19	L19.I think the station is bright and clean kanji 10 L19. えきはあかるくて、きれいだとおもいます かんじ 10						
	11	Lesson20 ①	L20.This is a T-shirt that I got from my girlfriend kanji 11 L20. これはかのじよからもらった T シャツです かんじ 11						
	12	Lesson20 ② Lesson21 ①	L20(2) L21.If it rains, the tour will be cancelled kanji 12 L20(2) L21. あめがふったら、ツアーは ちゅうしです かんじ 12						

13	Lesson21 ② Lesson22 ①	L21(2) L22.You cooked a meal for me kanji 13 L21(2) L22. しょくじをつくってくれました かんじ 13
14	Lesson22 ② Final Exam(L18-L22) Review	L22(2) Final Exam(L18-L22) Review L22(2) きまつテスト (L18-L22) ふくしゅう

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい してください。
かんじと ぶんぼうの しゅくだいがあります。

[Textbooks]

『DAICHI I main textbook』 3 A network (2,800yen + tax) 978-4883194766

『DAICHI I Translation of the main text and grammar notes』 3 A network (2,000yen + tax) 978-4883194773

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいち I メンテキスト』 スリーエーネットワーク (2,800円+税) 978-4883194766

『だいち I ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000円+税) 978-4883194773

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300円+税) 978-4-87217-757-2

[References]

なし

[Grading criteria]

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Quizzes : 20 %

※ Regular attendance of classes is required.

※ J2 General consists of J2 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

へいじょうてん : 20 %

ちゅうかんテスト : 20 %

きまつテスト : 20 %

しゅくだい : 20 %

クイズ : 20 %

*このクラスは、J 2 とうごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいへいじょう けっせきすると たんいは できません。そして、きまつしけんを うけることが できません。

[Changes following student comments]

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせい の コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

[Equipment student needs to prepare]

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

[Others]

※ Please note that J2 General consists of J2 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J2 General.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J2 とうごう I (げつようび)、J2 とうごう II (かようび)、J2 とうごう III (きんようび) がセットです。ぜんぶの クラスに とうろくして、しゅう3かい、しゅっせきしてください。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

[I]

This course is designed for upper beginner-level students. It aims to develop students' basic communication skills in Japanese in daily situations.

LANj100LF

Elementary Foreign Languages F

Michiaki Murata

Subtitle：(J3)

Term：春学期授業/Spring | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんからちゅうきゅうぜんはんの学生（かくせい）のためのそうごうクラスです。

にちじょうせいかつのなかでいろいろなかつどうをするために、日本語（にほんご）でのコミュニケーションのうりよくをたかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Waystage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらいよんだりかいたりすることができます。

・CEFR の A2 + レベルのちからがきます。

・JLPT の N4 レベルのちからがきます。

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

[Method(s)]

Method is as follows:

進（すす）め方（かた）と方法（ほうほう）は つぎのとおりです。

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうできなコミュニケーションスキルをみにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんできなぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに 公園が あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

5	Lesson27、28、29	L27 (2) L28. There are many stars in the sky L29. It's a responsible job, and in addition, I can get more experience L27 (2) L28. そらに ほしが できています L29. せきにんの ある しごとだし、あたらしい けいけんが できるし…
6	Lesson29、30	L29 (2) L30. I'm thinking of going to confectionary school L29 (2) L30. おかしの せんもんがっこうにはいろうと おもっています
7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
8	Lesson31、32	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
9	Lesson33、34	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
10	Lesson34、35	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうとおもって かつたのに… L40. むすこを じゅくにいかせたい んですが…
11	Lesson36、37	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)
12	Lesson37、38	
13	Lesson39、40	
14	Lesson40 Review Final Exam(L31-L40)	

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

Students are expected to study at least one hour at home for preparing /reviewing each lesson.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうとふくしゅうを 1じかんぐらい します。

ことば、かんじ、ぶんぼうの しゅくだいを します。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

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『にほんごチャレンジ N4-N5 (かんじ)』アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんを うけることが できません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしも もちたいです。

【Equipment student needs to prepare】

Homework will be provided in Google Classroom.

Google Classroom で、しゅくだいがあります。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよくすすめます。

*1 しゅうめと2 しゅうめのクラスには、かならず しゅっせきしてください。3 しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

LANj100LF

Elementary Foreign Languages C

Michiaki Murata

Subtitle：(J3)

Term：秋学期授業/Fall | Credit(s)：1 | Day/Period：金 2/Fri.2 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

このクラスは、しょきゅうこうはんから ちゅうきゅうぜんはんの学生 (かくせい) のための そうごうクラスです。

にちじょうせいかつの なかで いろいろなかつどうをするために、日本語 (にほんご) でのコミュニケーションのうりよくを たかめます。

[Goal]

By the end of the semester, students are expected to have gained basic language proficiency in Japanese equivalent to A2.2 (Strong Wastage) in CEFR (the Common European Framework of Reference for Languages scale) and N4 (or halfway to N3) in JLPT (the Japanese Language Proficiency Test scale).

・日本語をつかって、コミュニケーションができるようになります。

・かんじを 300 ぐらい よんだり かいたり することができます。

・CEFR の A2 + レベルの ちからが つきます。

・JLPT の N4 レベルの ちからが つきます。

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

[Method(s)]

The course will develop basic communication skills required in daily situations in speaking, listening, writing, and reading, and it will cover basic grammar, vocabulary, and Kanji in order to provide students with resources to draw upon to achieve their communicative goals.

にちじょうてきな コミュニケーションスキルを みにつけるために、はなしたり、きいたり、よんだり、かいたりします。

きほんてきな ぶんぼうや、かんじ、ことばなどもべんきょうします。

Feedback for assignments:

フィードバック：

Submission of assignments and feedback will be on Google Classroom. しゅくだいの ていしゅつ・フィードバックは、Google Classroom でします。

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Lesson23、24	Self introduction L23. If you cross the bridge, you'll see a park on your left L24. You can enter this zoo even at night L23. はしを わたると、ひだりに こうえんが あります L24. このどうぶつえんはよるでも はいれます
2	Lesson24、25	L24 (2) L25. Have you already decided what you'll do? L24 (2) L25. なにを やるか もうきめましたか
3	Lesson25、26	L25 (2) L26. I got this when I participated in a soccer training camp L25 (2) L26. サッカーのがっしゅくに さんかしたとき もらいました
4	Lesson26、27	L26 (2) Lesson27. How long have you had a fever? L26 (2) L27. いつから ねつがあるんですか

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7	Lesson30 Review Mid-term Exam (L23-30) Lesson31	L30. (2) Review Mid-term Exam (L23-30) L31. I'll have it checked by tomorrow L30. (2) ふくしゅう ちゅうかんテスト (L23-30) L31. あしたまでに みておきます L31 (2) L32. You should not peel apples L31 (2) L32. りんごの かわは むかないほうが いいですね L33. If you have a car, it'll be convenient L34. We lost the games L33. くるまが あれば べんりです L34. しあいに まけて しまいました
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10	Lesson34、35	L34 (2) L35. I try to carry an umbrella L34 (2) L35. かさを もちあるくように しています
11	Lesson36、37	L36. It's been translated into many languages L37. That sounds fun L36. いろいろな くこのことばに ほんやくされています L37. おもしろそうですね
12	Lesson37、38	L37 (2) L38. It means that you must be careful about monkeys L37 (2) L38. さるに ちゅういしろ という いみです
13	Lesson39、40	L39. I bought it so that I could use it on this trip L40. I want to make my son go to a cram school, but... L39. りょこうのとき つかおうと おもって かったのに… L40. むすこを じゅくにいかせたい んですが…
14	Lesson40 Review Final Exam(L31-L40)	L40 (2) Review Final Exam(L31-L40) L40 (2) ふくしゅう きまつテスト (L31-L40)

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

Students are expected to study at least one hour at home for preparing for/reviewing each class.

Students are expected to do homework for vocabulary, kanji, and grammar.

よしゅうと ふくしゅうを 1じかんぐらい します。
ことば、かんじ、ぶんぼうの しゅくだいを します。

【Textbooks】

『DAICHI II main textbook』 3 A network (2,800yen + tax) 978-4883195077

『DAICHI II Translation of the main text and grammar notes』 3 A network (2,000yen + tax)978-4883195213

『Nihongo Challenge N4-N5(Kanji)』 ask (1,300yen + tax) 978-4-87217-757-2

『だいちⅡ メインテキスト』 スリーエーネットワーク (2,800 円+税) 978-4883195077

『だいちⅡ ぶんけいせつめいとほんやく えいごばん』 スリーエーネットワーク (2,000 円+税) 978-4883195213

『にほんごチャレンジ N4-N5 (かんじ)』 アスク (1,300 円+税) 978-4-87217-757-2

【References】

とくにありません

【Grading criteria】

Class participation : 20 %

Midterm exam : 20 %

Final exam : 20 %

Assignments : 20 %

Essay : 20 %

※ Regular attendance of classes is required.

※ J3 General consists of J3 General I, II, III (Monday, Tuesday, Friday).

※ Students who miss 4 or more times each class will not be eligible for the credit on this course, nor take the final exam.

平常点 (へいじょうてん) : 20 %

中間 (ちゅうかん) テスト : 20 %

期末 (きまつ) テスト : 20 %

宿題 (しゅくだい) : 20 %

作文 (さくぶん) : 20 %

*このクラスは、J 3 三つごう I、II、III (げつようび・かようび・きんようび) がセットです。

*かくクラスで4かいじょう けっせきするとたんいはできません。そして、きまつしけんをうけることができません。

【Changes following student comments】

Based on the students' comments, we would like to continue to have opportunities to interact with Japanese volunteer students.

がくせいの コメントから、ボランティアがくせいとの こうりゅうの きかいを ことしももちたいです。

【Others】

※ Please note that J3 General consists of J3 General I, II, III (Monday, Tuesday, and Friday. Each with a different instructor), and it will meet three times a week. Students must register for all three classes in order to complete the J3 General.

※ It is strongly recommended to take "Japanese 3 (Listening, Vocabulary & Kanji)" class together to keep up the pace of this class.

※ Please attend the class in the first and second week. The student coming for the first time in the third week cannot take the class.

*このかもくは、J3 三つごう I (げつようび)、J3 三つごう II (かようび)、J3 三つごう III (きんようび) がセットです。ぜんぶのクラスにとうろくして、しゅう3かい、しゅっせきしてください。

*いっしょに「J3 にほんご ちょうかい・ごい・かんじ」クラスをとることを つよくすすめます。

*1しゅうめと2しゅうめのクラスには、かならず しゅっせきしてください。3しゅうめに はじめてきたがくせいは、クラスをとることができません。

【】

This course is designed for upper beginning-level and lower intermediate-level students who already possess basic knowledge of Japanese grammar and vocabulary. The course aims to solidify students' basic communication skills in Japanese in order to assist them in performing various activities in daily situations.

HSS100LA

Elementary Health and Physical Education

Shigeharu Akimoto

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：月 1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

【Goal】

1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

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

【Method(s)】

This class is comprised of 8 lectures and 6 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.

Also, Due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

When reaction papers are submitted by students, the teacher will comment or give feedback on those reaction papers at the beginning of the next session.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Diet and Nutrition (Lecture)	Learning about basic nutrition and healthy lifestyle.
4	Principles of Training (Lecture)	Learning the basic principles of training.
5	Sport and Injury (Lecture)	Learning about various risk of injuries in sport and their prevention and recovery.
6	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.

7	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
8	The Olympics and Paralympics (Lecture)	Learning about the Olympic and Paralympic Games.
9	Sport and Society (Lecture)	Learning about the role of sport in society.
10	Disability Sport (Lecture)	Learning the outline of disability sports.
11	Football & Boccia (Lecture & Practical Lesson)	Learning the outline of Football and Boccia.
12	Volleyball & Sitting Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball and Sitting Volleyball.
13	Adaptation in Sport (Lecture)	Learning about adaptation in Sports.
14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.

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

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. Also, each student is required to study for 2 hours before and after each lesson accordingly.

【Textbooks】

No textbook will be used.

【References】

Reference books may be introduced as and if necessary.

【Grading criteria】

Attitude and Active Participation in Discussions and Practical Lesson: 60%

Understanding of the contents, Reports & Reaction Paper: 40%
*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

【Changes following student comments】

- 1) The target of each lesson will be introduced at the begging of each lecture in order for students to understand the importance of each lesson.
- 2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.
- 3) The contents of next lesson will be introduced in order for students to prepare and be ready.

【Others】

- Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.
- The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.

・ If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

【

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

PRI100LA

Elementary Information Technology

Yukou MATSUDA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 3/Thu.3 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

You will learn basic knowledge about information technology and you will have a chance of learning Python programming.

【Goal】

You will learn basic knowledges of information technology, especially computer architecture, algorithmic programing, data science, and the mechanism of the Internet and related subjects (social network, e-commerce, ethics, security).

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

【Method(s)】

You need register your student account for this class until the specified date in Learning Support System Hoppii <https://hoppii.hosei.ac.jp/portal>. The detail of how to get the on line lecture is explained on the course page. Please read the detail in advance.

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

なし / No

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	What's Information Technology	The history and the current trend of information technology.
2	Data Processing	Several kinds of data and how to process data.
3	Information Processing	Define the information and how to process and communicate information.
4	Computing Technology	Architecture of computing system. From old fashioned type to super computer.
5	Algorithmic Programming	Design algorithms for solving problem.
6	Data Science - Predicting	Predicting the future being given the past data.
7	Data Science - Classification	Classifying the data according to certain criteria.
8	Communication Technology	Understanding the information communication technology.
9	Internet Protocol	TCP/IP
10	Mechanism of email and World Wide Web (WWW)	Based on server/client system, encoding/decoding information and TCP/IP makes it possible, email and www.
11	e-Commerce	the core technology of e-commerce is public key encryption and block chain.
12	Social Network	Graph theory: understanding the relation among entities.
13	Internet Ethics and Security	Several aspects of ethics and security inherent in the Internet.

14 Final Examination examination performed with paper and pencil.

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

We specify a short article related to the next class in advance, you should read, understand, bring the issue discussed in the article. Preparatory study and review time for this class are 2 hours each.

【Textbooks】

None.

【References】

All texts are uploaded in Hoppii.

【Grading criteria】

Total evaluation of 14 short assignments : 50%

The score fo the final examination: 50%

You need more than and equal to 60% of the max 100 points to pass the class.

【Changes following student comments】

None.

【Equipment student needs to prepare】

None.

【Others】

I have a long carrier in writing and designing for automatic programming, teaching human knowledge to computer, especially natural language.

【】

You will learn basic knowledge about information technology and you will have a chance of learning Python programming.

CAR100LA

Elementary Career Development

Yukiko NAKAGAWA

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：金 5/Fri.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

この授業は将来日本で就職を希望する外国人留学生を対象に、仕事とキャリアの意味や意義について考えさせ、日本社会の現状と企業組織の持つ特徴を理解した上で、就職活動やキャリア形成に必要な意識、態度、具体的な知識を身につけさせるのが狙いです。授業は英語で行われます。また授業内の議論も多く、その結果を発表したりレポートを書くための英語力が必要です。

【Goal】

Students should be able to explain:

- (1)their personal profiles including such as strengths and weaknesses, values, aspirations, skills and life styles,
- (2)differences between job and career and the work they would like to do,
- (3)characteristics of Japanese companies,
- (4)necessary skills and competencies that are required from the Japanese society,
- (5)necessity to explore internships and job opportunities spontaneously.

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

【Method(s)】

This course consists of lectures by the instructor, discussions and presentations by the students on each theme. Sometimes students are required to create a worksheet during the class and write a report as an assignment after the class. All of the class activities will be conducted in English.

The feedback of Report Writing will be delivered in the following class.

“If the university’s action policy level is set to 2, this class will be taught online as a rule. Details will be announced via the Learning Management System.”

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Orientation	Outline of what you learn throughout the course is briefly explained. Also self-introduction by the instructor and each participant is planned. You should introduce yourself by saying such as (1) the town where I was born, (2) why I decided to study in Japan and at Hosei Univ.(3) what I am interested in doing and achieving during study abroad.

2	Higher Education and Career Development	By understanding the current situation of increasing youth unemployment and non-regular employment in Japan, you should learn how important it is to make a proper job selection and its influence on your career formation.
3	Telling a Life Story to Know Yourself	Understanding about yourself better is the first step that you should take to a job that suits you and develop your career later on. So let’s learn what a life story telling is, how it works to know you better and experience it with the other class members.
4	Presentation of Your Life Story	This is the time for you to talk about a story highlighting a memorable moment to review how your personality, interests.
5	Fundamental Skills for a Working Person	There are a couple of fundamental skills that you need to know and acquire before you enter the world of work in Japan. These are minimum requirements from society for any new worker and highly valued in Japan.
6	Intercultural Competence	The world we live in today is getting more and more globalized and interdependent. The world we live in today is getting more and more globalized and interdependent. So you will very likely to work with people speaking different languages, having different sense of values, behaviors and customs based on their cultural backgrounds. How can you get along with them?

7	Life Roles and Career Development	People today may live longer than their parents did. So you may have more works to do and roles to play in your entire life course. Think about what those life roles are and how you can balance them with your job and career in order to maintain quality of your life.	14	Review and Report Writing	You will review what you learned and considered in this course and write a final report about it. Your report must also include what you would like to be and work for based on your understanding of yourself, job and career, Japanese society and the world of work today.
8	Personality and Work Environment for Job Selection	You will learn about several personality types, relationship between people of each personality type and their preferred job environment to know what job will likely to match your personality type through an occupational interest test.			<p>【Work to be done outside of class (preparation, etc.)】 University guidelines suggest preparation and review are around 4hours a week.</p> <p>【Textbooks】 I will distribute the handouts for each lecture.</p> <p>【References】 1. Robinson, Ken, & Aronica, Lou.(2013)" Finding Your Element: How to Discover Your Talents and Passions and Transform Your Life", Viking Adult. 2. Tim Clark ,「Business Model You」,John Wiley & Sons, Inc. 3. Tina Seeing (2009) "What I Wish I Knew When I Was 20."</p> <p>【Grading criteria】 There will be no mid-term nor final class examination. (1)Participation and Learning Attitude (20%) (2)Report Writing (60%) (3)Discussion and Presentation (20%)</p> <p>【Changes following student comments】 NA</p> <p>【】 This class is for foreign students who wish to find career/job hunting in Japan in the future, and after having them think about the meaning and significance of work and career, and understanding the current environment and situation of Japanese society and the characteristics of Japanese corporate organizations. The aim is to equip you with the awareness, attitude, and specific knowledge necessary for career development. Classes are conducted in English. In addition, there are many discussions in class, and English skills are required to write reports.</p>
9	Corporate Culture and Business Practice	If you want to get and maintain a job and pursue a career in Japan you should know about the cultural characteristics of the company and its business practices to get along with the other members of the team.			
10	Human Resource Management in Japan	Human resource management plays a very important role for the operation and functions of the company. So you need to know what and how they proceed with the daily work.			
11	Japanese MSC (Medium to Small Sized Companies) as Your Job Targets	The Japanese economy has been supported by and dependent on a large number of MSC (medium to small sized companies). In this respect you should know more about them and consider them as potential candidates of your job hunting in the future.			
12	How Japanese Company Recruits and Fosters Young Employees	Even if you could successfully get a job offer, you would probably be not so confident in your ability to cope with the job requirements. But you do not need to worry too much about it if you knew how Japanese company helps foster young employees.			
13	Lecture by the Guest Speaker	Hearing stories from the people working and ask questions about pros and cons of working in Japan will give you good insights and hints when you select your job and career.			

CAR200LA

Career Development Skills

Yukiko NAKAGAWA

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 5/Wed.5 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

【Goal】

The goal is to be able to consider and evaluate problems to career development. It is hoped that students will hone their ability to grasp the crux of these problems to deal with any situation.

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

【Method(s)】

These lectures will focus primarily on knowledge provision. Online copies of the materials on which the lectures will be based will be distributed by online. Students will be given the chance to ask questions and interact with each other. Additionally, group discussions will be held at least five times. Depending on the situation, the lecture plan may be altered or adjusted. Quiz(on the paper) will be held in the class and the feedback of them will be held in the same class.

“If the university's action policy level is set to 2, this class will be taught online as a rule. Details will be announced via the Learning Management System.”

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
No.1	Orientation, Introduction to Human Resource Management	The outline of the lecture and plan will be presented. I will provide an overview of the topic and details of the class.
No.2	Hiring Employees	I will discuss recruitment management and trends in recruitment. Students will learn how to make themselves more employable.
No.3	Performance Management	I will discuss the Performance management and provide examples. Student will gain an insight into the in-company Performance management .
No.4	Compensation and Benefits	I will discuss Compensation and Benefits provide examples. Students will learn how your compensation is determined.
No.5	Career Development Planning & Employee Development	I will discuss the Career Development Planning & Employee Development.

No.6	Talent Management	I will discuss Talent Management. Students will learn about the Corporate Value and Talent Management Initiatives.
No.7	Compliance and Risk Management	I will discuss Compliance and Risk Management. Students will learn Case Study.
No.8	Employees and Industrial Relations	I will discuss case study. Students will learn about “Employees and Industrial Relations.”
No.9	Expatriation	I will discuss Expatriation. Students will learn about Expatriation.
No.10	The Activities of the HR Department Within the Global Headquarters.	I will discuss case study.
No.11	Sample Conversation 1,2	Hiring a New HR Manager to Strengthen HR Functions. Talking with Headquarter.
No.12	Sample Conversation 3,4	How to Effectively Communicate Feedback. Revision the Compensation System.
No.13	Sample Conversation 5,6	Career Planning, Talent Review Committee.
No.14	Sample Conversation 7	A Potential Case of Harassment.

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

University guidelines suggest preparation and review are around 4hours a week.

【Textbooks】

Shiraki, M., and Sherman, B.(2020)"Practical HRM for Global Professionals, English and Japaneses", Bunjindo Publishing.

【References】

Sato, H., Fujimura, H., Yashiro, A. (2019) New Human Resource Management, 6th edition.Tokyo: Yuhikaku Publishing.

【Grading criteria】

Term examination(20 %), Quiz(20 %), Class participation(60 %)

【Changes following student comments】

The content of the lectures is designed in the following ratio: 50% basic knowledge and 50% application.

【】

These lectures aim to strengthen students' basic understanding of career development and human resource management from both theoretical and practical perspectives.

ART200LA

Humanities A

URBANOVA Jana

Subtitle：Japanese Literature II.

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：水 1/Wed.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

[Goal]

Goals:

1. to learn about the major literary figures of pre-modern, modern and contemporary Japanese literature
2. to gain an appreciation of the depth and atmosphere of their literary works as well as the beauty of the English translations

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

[Method(s)]

This course is based on lectures by the instructor featuring the use of written and audio-visual materials. In addition, every student will be required to deliver a class presentation on a given topic and to submit a short written summary of the presentation and essay at the end of the semester. The topics and the study materials for the presentation will be distributed at the beginning of the course.

Comments and explanation about assignments and answers to questions from students are given at the end of each class.

This is an online class, and all weeks will be taught on Zoom. Please see HOPPII for further instructions about how to join our Zoom sessions.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Introduction to course; brief self-introduction; scheduling of presentations
2.	Transience in Japanese poetry	The concept of transience as portrayed in the <i>waka</i> anthology <i>A Hundred Poems by a Hundred Poets (Hyakunin Isshu)</i> , compiled by <i>Fujiwara no Teika</i>
3.	<i>Haikai</i> poetry	Transition from comic <i>haikai</i> poetry to the mastering of <i>haiku</i> ; <i>Matsuo Bashō</i> ; Hints for appreciating and writing <i>haiku</i>
4.	Poetry of Okinawa	Two women poets of Okinawa: <i>Yoshiya Tsuru</i> and <i>Onna Nabe</i> and their <i>ryūka</i> poems
5.	Literature of the floating world	The rising merchant society during the <i>Edo</i> period; stories of the floating world (<i>ukiyo zōshi</i>); <i>Ihara Saikaku: The Life of an Amorous Man (Kōshoku Ichidai Otoko)</i> and <i>Five Women who Loved Love (Kōshoku Gonin Onna)</i>
6.	Tales of the supernatural in pre-modern literature	<i>Ueda Akinari</i> and his <i>Tales of Moonlight and Rain (Ugetsu Monogatari)</i>
7.	Tales of the supernatural in modern literature	<i>Akutagawa Ryūnosuke</i> and the influence of <i>Japanese Tales from Times Past (Konjaku Monogatari Shū)</i> ; short stories <i>In a Grove (Yabu no Naka)</i> and <i>Rashōmon</i>
8.	The world of fantasy and reality of <i>Miyazawa Kenji</i>	<i>Miyazawa Kenji</i> : fantasy novel <i>Milky Way Railroad (Ginga Tetsudō no Yoru)</i> , poem <i>Be not Defeated by the Rain (Ame ni mo makezu)</i>

- | | | |
|-----|--------------------------|--|
| 9. | Modern novelists, Part 1 | <i>Natsume Sōseki</i> : his life and literary works, particularly the novel <i>I Am a Cat (Wagahai wa Neko de aru)</i> |
| 10. | Modern novelists, Part 2 | <i>Mishima Yukio (Confessions of a Mask; Kamen no Kokuhaku)</i> |
| 11. | Modern novelists, Part 3 | <i>Tanizaki Junichirō</i> and his works <i>The Key (Kagi)</i> and <i>In Praise of Shadows (Inei Raisan)</i> |
| 12. | Modern novelists, Part 4 | Nobel Prize winner <i>Kawabata Yasunari</i> and his masterpiece <i>Snow Country (Yukiguni)</i> |
| 13. | Contemporary literature | <i>Yoshimoto Banana</i> and <i>Haruki Murakami</i> and their representative works |
| 14. | Course wrap up | Submit short summary of presentation and essay; final written exam |

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

Please prepare a short self-introduction for the first class. In addition, each student will be asked to deliver an oral presentation on a designated topic and to submit a short written summary of the presentation and essay at the end of the semester. Students are also expected to actively engage in class discussions and to revise all of the readings done in class, as they will form the basis for the questions on the final exam. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

No textbooks will be used. Handouts and reading materials on each lesson's topic together with the specified sources will be distributed by the lecturer at the beginning of each lesson.

[References]

Selected references:

Katō, Shūichi. *A History of Japanese Literature (Vol.3) – The Modern Years*. Tokyo, New York & San Francisco: Kodansha International, Ltd., 1983.

Keene, Donald. *Appreciations of Japanese Culture*. Tokyo, New York & London: Kodansha International, Ltd., 1971. First paperback edition, 1981.

Keene, Donald. *World Within Walls – Japanese Literature of the Pre-Modern Era, 1600-1867*. New York: Holt, Rinehart and Winston, 1976.

Petersen, Gwen Boardman. *The Moon in the Water – Understanding Tanizaki, Kawabata and Mishima*. Honolulu: The University Press of Hawaii, 1979.

Further references related to the topic of each class will be provided by the lecturer.

[Grading criteria]

Class attendance and oral participation are expected; failure to participate in class will result in the subtraction of marks from the total. Grading criteria: oral presentation and written summary (50%); final examination and essay (50%).

[Changes following student comments]

There are no student comments that would require major changes to the course.

[Equipment student needs to prepare]

● This class will be taught on Zoom, so students who attend the Zoom session on campus need to prepare a headset.

● We will use online applications, such as Google Classroom, Zoom and HOPPII. Please check HOPPII regularly for further instructions about how to join our Zoom sessions, Google Classroom, etc.

[]

This course focuses on the major literary figures and their representative works of early modern, modern and contemporary Japanese literature. The works will be discussed with regard to the circumstances and background that shaped the authors' way of thinking. The course will also include a lesson introducing two significant works of medieval literature to shed light on one of the crucial concepts in Japanese culture - transience. There will also be a lesson introducing two major women poets of Okinawa.

ARSa100LA

Elementary Humanities B

Richard.J.Burrows

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：水 3/Wed.3 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will seek to introduce the culture & society of contemporary Britain to students through a series of stimulating audio-visual units, together with selected thematically linked readings.

【Goal】

During this course, through regular exposure to a variety of audio-visual material, students will have the opportunity to sharpen their listening skills. Follow-up pair-work comprehension questions, discussion & structured conversation practice will also give them the opportunity to improve their oral skills. Finally students will be encouraged to reflect on their own culture & society as they learn about UK.

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

【Method(s)】

The previous lesson's reading assignment will be reviewed before a pair-work preview will introduce the theme for that lesson. Any required vocabulary will be previewed before students view/listen to the material.

Pair-work comprehension questions will allow students to check their own understanding, while a post-viewing discussion will offer more chances to analyze the material. Time permitting, there will be structured conversation practice before outlining the following week's homework.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1	Overview	Course Introduction
2	Listening & Speaking	Presentation Guidance
3	Listening & Speaking	The Seven Wonders of Britain
4	Listening & Speaking	Wales
5	Listening & Speaking	BBC
6	Listening & Speaking	The Mini
7	Listening & Speaking	The Village
8	Listening & Speaking	British Tea
9	Listening & Speaking	The Purple Violin
10	Listening & Speaking	Sherlock Holmes
11	Listening & Speaking	Agatha Christie
12	Listening & Speaking	The Sea
13	Listening & Speaking	London Taxis

14 Listening & Speaking UK Public Schools

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

Regular reading assignments with comprehension questions, & audio-visual vocabulary preparation.No more than 3 absences will be permitted. Preparatory study and review time for this class are about 1 hour for each. University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

None

【References】

An electronic dictionary or smartphone dictionary will be required at every lesson

【Grading criteria】

Homework & Classwork 40%

Presentation 30%

Report 30%

【Changes following student comments】

Many of the class materials will be made available online for further study & listening practice.

【Equipment student needs to prepare】

Access to a PC & Printer in order to prepare a PowerPoint presentation & print the final report

【Others】

Since there is no textbook in this course, students will need to bring an A4 or B4 folder or binder to each class in order to keep the photocopies that will be handed out at every lesson.

【None】

None

【None】

None

【None】

None

【None】

None

【None】

None

【】

In addition to offering a greater understanding of contemporary UK culture, the course encourages students through the presentation & report to critically compare & contrast UK culture & society with their own.

POL100LA

Elementary Social Science A

SCHIFANO ADRIEN

Subtitle：Introduction to International Law

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

[Goal]

By the end of this course, it is expected that students will have become familiar with:

1. basic notions of international law
2. current international issues
3. functioning of the international system

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

[Method(s)]

Classes will consist in alternating lectures and more practical assignments. Feedbacks on tests will be given during class and on Hoppii.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Characters of international law / relation with municipal law
2.	Subjects (1)	The State (1): statehood / sovereign government / territory / population / recognition / self-determination / succession
3.	Subjects (2)	The State (2): more on territory / acquisition / the sea / the sky / outer space / servitudes
4.	Subjects (3)	The State (3): more on population / individuals / groups of individuals / Other subjects / Peoples / Belligerents / Insurgents / subjects ad hoc / International Organizations
5.	Subjects (4)	Short test (quiz). Review of the first part of the class. Study of material and documents: the maritime territory of Japan
6.	Norms (1)	General Observations / Formal sources / Art. 38 ICJ statute / Customary law / two elements doctrine / practice / opinio juris / persistent objector / Taxonomy / Principles of International Law
7.	Norms (2)	Treaties / Definition / Taxonomy / Sources of the law of treaties / Conclusion / Entry into force / Good faith / Reservations / Vices of consent / Termination / Contents / Interpretation / Relation to custom
8.	Norms (3)	Other sources / case law / scholarship / municipal law / acts of international organizations / equity / Implementation of international norms / Relations between international and municipal law / dualism / monism / Reciprocity / Counter-measures /
9.	Norms (4)	Short test (quiz). Review of the second part of the class. Study of material and documents: notable case-law

10.	Relations between States (1)	Basic Principles of Contemporary International Law / States jurisdiction / territorial / personal / States immunity from jurisdiction / Sovereign immunities / Diplomatic immunities
11.	Relations between States (2)	Responsibility / Basic mechanism / International responsibility of states / Components / international wrongful act / causal link / damage / Reparation / Exemptions / Other consequences
12.	Relations between States (3)	Law of War / Prohibition of war / Self-defense / Conditions / Pre-emptive self-defense / Collective self-defense / Humanitarian law / the Hague Conventions / the Geneva Conventions and their protocols/ War crimes / Crimes against humanity / International criminal court and tribunals
13.	Relations between States (4)	Peaceful settlement of disputes / Taxonomy / Negotiation / Good offices, mediation, conciliation / Arbitration / Permanent Court of Arbitration / Judicial Settlement / International Courts / UN Charter / UN dispute settlement system / Security Council / General Assembly / International Court of Justice / ICJ jurisdiction and States
14.	Final test	Written examination & Summary

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

As a preparation for each class, students will be assigned some readings from the textbook. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

Acquisition of the following textbook is necessary:
LOWE, Vaughan, "International Law: A Very Short Introduction" (2015; Oxford University Press) 144 pages, ISBN 13: 978-0199239337

[References]

www.un.org
Jan KLABBERS, International Law, 2nd ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316506608
Malcolm SHAW, International Law, 8th ed. (2017; Cambridge, Cambridge University Press), ISBN: 9781316638538

[Grading criteria]

Participation in class and short tests: 50%
Final examination (to be held during the test period): 50%

[Changes following student comments]

Outline revised. Course contents and slides updated.

[Equipment student needs to prepare]

Some paper and a pen.

[]

This course aims at introducing basic notions of international law. First part of the course introduces main subjects of international law and focus in particular on elements of statehood. A second part will discuss how norms of international law are created. Finally, a third part will provide these elements with some dynamism by examining the course of normal relations between States.

POL100LA

Elementary Social Science B

SCHIFANO ADRIEN

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 4/Thu.4 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

【Goal】

By attending this course, students will be able to:

- understand basic legal concepts,
- build a foundation for studying more specialized fields of law,
- acquire basic legal knowledge that will complement their studies in other fields,
- handle better daily life situations by acquiring a feeling of what is legally correct and what is not, which will hopefully help them to remain free from abuses.

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

【Method(s)】

The course will introduce one new concept each week. In so doing, the class will consist in lecture and discussion. In addition, the course will rely on studying excerpts from classical works. Practice for this course will consist in text commentaries. Feedback by peers and the instructor on these assignments will be given in class.

The course follows a progression so that each class is dependent on previous classes; hence, students may find it easier to follow classes if they have consistent attendance.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
1.	Introduction	Rationale for the course and overview /Law, what? / Legal science, what? / Panorama of modern law / Methodology
2.	Justice	Suum cuique / Justice, what? / Equality, what? / Contemporary approaches
3.	Legal order (1): Forms of government	Legal order, what? / Typology / Social functions / Constitution, what? / Horizontal distribution of powers /Legislative, what? / Executive, what? / Judiciary, what?
4.	Legal order (2): Forms of state	Vertical distribution of power / Federalism and its rules / Clasification / Changes in power and constitutional change
5.	The Subject of Law (1): Personality	Subject of law, what? / Equality, how? / Typology / Issues

6.	The Subject of Law (2): Capacity	Capacity, what? / Capacity v. rights / Variations of legal capacity / Guardianship / Agency / Delegation
7.	The Norm (1): Validity	Norm, what? / Typology / Formal sources / Sphere of validity
8.	The Norm (2): Legal System	Set of norms, what? / Hierarchy / Classification / Relations among norms
9.	The Legal Relation	Legal relation, what? / Rights / Obligations / Powers / Typology
10.	Horizontal Relations (1): Agreement	Agreement, what? / Contract, what? / Basic principles / Forms / Contents
11.	Horizontal Relations (2): Responsibility	Responsibility, what? / Evolution / Typology / Civil responsibility / Components / Basic principles / Procedures
12.	Vertical Relations (1): Public order	Public order, what? / Authority / Police / Criminal responsibility / Offense, what? / Basic principles / Procedures
13.	Vertical Relations (2): Public interest	Public interest, what? / Public service, what? / Basic principles / Procedures, issues
14.	Human Rights Conclusion	Human rights, what? / History / Typology / Protection at several levels / Enforcement

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

Students are strongly encouraged to read the material for each class beforehand. Homework will be (moderately) requested. University guidelines suggest preparation and review are around 4hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

No textbook will be used. Students will be provided with the material necessary for each class.

【References】

Jaap HAGE and Bram AKKERMANS (editors) *Introduction to Law* (2014, Springer)

【Grading criteria】

Participation in class (including homework and discussion): 40%

Presentation (number of presentations per student will depend on the number of students attending the course): 60%

【Changes following student comments】

Material for the class has been reviewed.

【Equipment student needs to prepare】

A pen and some paper might prove useful.

【】

This course will provide students with a rough picture of law. It does so by introducing basic legal concepts.

発行日：2021/5/1

The first part of the course introduces two main faces of law: justice and order. The second part focuses on the components of a legal order, which are mainly subjects and norms. The third and last part deals with the notion of legal relations, which are either horizontal or vertical in nature.

POL200LA

Social Science B

SCHIFANO ADRIEN

Subtitle : International Organizations

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 月 3/Mon.3 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

[Goal]

By the end of the course, it is expected that students:

1. acquire a good understanding of the nature of international organizations
2. have a grasp of the common principles according to which international organizations operate
3. have a concrete knowledge of several international organizations
4. acquire a critical understanding of the roles and functions that international organizations perform amid the global society, as well as issues and challenges pertaining thereto

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

[Method(s)]

Classes consist in discussion, documents study, and lecture.

Students will be required to apply analytical frameworks they learned during class by conducting a research on an organization of their choice that will result in a presentation during the second half of the semester (starting week 9) and a written report to be submitted at the end of the semester. This will be performed collectively or individually depending on the number of students attending the course. Feedback by peers and the instructor will be given in class.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1.	Introduction	Historical and theoretical background.
2.	Proper operation I	Nature of international organizations: Definition(s), classifications, functions.
3.	Proper operation II	Creation of international organizations: Constitutive elements, creators, modalities, outcome.
4.	Proper operation III	Organizations as social groups (1) - Anatomy: Persons, elites, organs, agents, officials.
5.	Proper operation IV	Organizations as social groups (2) - Autonomy: Self-governance?, solidarity of the members, norms, degree of fiction in autonomy.
6.	Proper operation V	Organizations as social groups (3) - Leadership: Distribution of power, social functions, structural design.
7.	External relations I	Diplomatist function: participation, statuses, rights and obligations, privileges.
8.	External relations II	External Powers: functional aspects, dual role, other functions.
9.	Functions performed by organizations amid the international society I	Legislative function: direct or indirect, policy coordination, decision making

10.	Functions performed by organizations amid the international society II	Executive function: compliance, control/monitoring, inspection, reporting, service providing, enforcement, use of force
11.	Functions performed by organizations amid the international society III	Judicial function: prevention of disputes, settlement of disputes, sorts, modalities
12.	Coordination among organizations I	Cooperation: ad hoc coordination, permanent coordination, institutionalized coordination, modalities and technique
13.	Coordination among organizations II	Hierarchical model: universal and regional, systems of organizations
14.	Conclusion: current issues surrounding international organizations	Proliferation of international organizations, lack in framing their powers, fragmentation, redundancy, competition, forum-shopping, uncertainty, coordination

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

In addition to the research project to be presented in class, students will be required to prepare the class by familiarizing themselves with the documents handed out for this purpose. Preparatory study and review time for this class are 2 hours each.

[Textbooks]

None.

[References]

Volker RITTBERGER, Bernhard ZANGL, and Andreas KRUCK, International Organization (2012, 2nd ed.) Palgrave Macmillan (ISBN 978-0230291881);
Jan KLABBERS, An Introduction to International Organizations Law (2015, 3rd ed.) Cambridge University Press (ISBN 978-1107439719);
Michael BARNETT and Martha FINNEMORE, Rules for the World, International Organizations in Global Politics (2004) Cornell University Press (ISBN 978-0-8014-8823-8);
Jacob KATZ COGAN, Ian HURD, and Ian JOHNSTONE (editors), The Oxford Handbook of International Organizations (2017) Oxford University Press (ISBN 9780199672202);

[Grading criteria]

Participation in class (including homework and discussions): 50%; research project: 50% (presentation in class: 30%; written report: 20%).

[Changes following student comments]

Contents and slides updated.

[Equipment student needs to prepare]

A pen and some paper.

[]

This course aims at providing students with an overview of the phenomenon, great in both scale and scope, styled 'international organizations' in its diversity and unity.

The course starts by focusing on the concept of international organization proper, and examines how these are inherently political societies wherein power happens and is organized according to certain structures. The course then moves on modalities for international organizations interacting with both each other and States, with a particular attention given to functions organizations perform amid the international society.

MAT100LA

Elementary Mathematics A

Takeyoshi KOGISO

Subtitle：

Term：秋学期授業/Fall | Credit(s)：2 | Day/Period：木 5/Thu.5 | Campus：市ヶ谷 / Ichigaya | Grade：1~4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

【Outline and objectives】

This course is designed for students who need calculus to study business, economics, or other related business majors. In particular, the course will review the basic ideas you need to start calculus. The topics include exponential and logarithmic functions, arithmetic and geometric sequences, graphing basic functions, graphing exponential and logarithmic functions, limit of a sequence, limit of a function.

【Goal】

At the end of this course, students will demonstrate the ability to perform different operations involving algebraic expressions, to graph linear and quadratic functions, and to graph polynomial, rational, algebraic, exponential and logarithmic functions.

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

【Method(s)】

The expected learning outcomes for the course will be assessed through graded activities and ungraded activities. The graded activities include exams, homework and quizzes. It is strongly recommended that students work all those problems since homework and test score are used to determine your grade. The ungraded activities will be used to monitor your progress.

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

あり / Yes

【Fieldwork in class】

なし / No

【Schedule】

No.	Theme	Contents
01.	Introduction	Preliminaries 1
02.	Basics and Key Terms	Preliminaries 2
03.	Exponential Functions	Functions and Graphs 1
04.	Logarithmic Functions	Functions and Graphs 2
05.	Graphing Basic Functions	Functions and Graphs 3
06.	Shifting and Stretching Graphs	Functions and Graphs 4
07.	Inverse Functions	Functions and Graphs 5
08.	Graphing Exponential Functions	Functions and Graphs 6
09.	Graphing Logarithmic Functions	Functions and Graphs 7
10.	Composite Functions	Functions and Graphs 8)
11.	Arithmetic and Geometric Sequences	Limits 1
12.	Sigma Notation and Sequences of Differences	Limits 2
13.	Limit of a Sequence	Limits 3

14. Limit of a Function Limits 4

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

Solve the problems of the exercises well. Think by writing on a paper. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4

hours a week for a two-credit course and around an hour a week for a one-credit course.

【Textbooks】

You don't need to buy a text book. When you learn more, respectively serve as a reference if it is rudimentary or a book on the theme of preparation for its calculus.

【References】

You don't need to prepare references.

【Grading criteria】

Final exam (approximately 2/3) and the homework submission (approximately 1/3)

【Changes following student comments】

Not offered until the last fiscal year for the new subjects

【】

In this class, we study basic mathematics for preliminary to understand calculus.

BSC200LA

Natural Science B

Naomi NISHIMURA

Subtitle :

Term : 春学期授業/Spring | Credit(s) : 2 | Day/Period : 金 2/Fri.2 | Campus : 市ヶ谷 / Ichigaya | Grade : 1~4

Notes :

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

[Goal]

The goal of this course is for students to lean environmental problems through chemistry. The objective 1) entirely environmental problems in the world; 2) to learn them you understand basic chemistry; 3) they think about solving the imminent problems by themselves.

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

[Method(s)]

Students will be tested on their knowledge of chemistry at the beginning of the course, and the contents for the first three weeks of the course will be decided, based on the test results. After that, many different environmental problems are explained each week.

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

なし / No

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Introduction	Overview of the course and explanation of some terminology. Test your chemistry level.
2	Basic chemistry 1	Learning the chemical skills to study this course.
3	Basic chemistry 2	Learning the chemical skills to study this course.
4	Mini test-1	Review learning.
5	Environmental problems overview	Small topics of environmental problems.
6	Ozone holes	Stratospheric air chemistry.
7	Air pollution	Tropospheric air chemistry and effect of air pollution on our health.
8	Greenhouse effect	Climates change
9	Greenhouse effect-DVD	Climates change
10	Mini test-2	Review learning
11	Solid, toxic, and hazardous wastes	What do we do with the wastes?
12	Water pollution and water shortage	The basic chemistry of natural water.
13	Energy and fuels	Current energy system and alternative energy sources.
14	Final test	Overall review

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

Write short essays. 本授業の準備学習・復習時間は、各 2 時間を標準とします。University guidelines suggest preparation and review are around 4 hours a week for a two-credit course and around an hour a week for a one-credit course.

[Textbooks]

None. Reading materials will be distributed as needed.

[References]

None.

[Grading criteria]

Reaction Paper (30%), Mini tests (30%), Final test (40%)

[Changes following student comments]

none

[Equipment student needs to prepare]

none

[none]

none

[]

One of the most pressing issues the Earth is facing is environmental problems. Such environmental problems are universal issues, so all the people on the earth should cooperate to solve these problems. At the beginning of this course, each environmental problem will be focused from the chemical viewpoint. Then, the students with different backgrounds will delve into the matters. The ultimate goal of this course is that we think about these problems deeply by sharing possible solutions with each other.

HSS200LA

Health and Physical Education

Shigeharu AKIMOTO

Subtitle：

Term：春学期授業/Spring | Credit(s)：2 | Day/Period：月 1/Mon.1 | Campus：市ヶ谷 / Ichigaya | Grade：1～4

Notes：

他学部公開： グローバル： 成績優秀： 実務教員：

[Outline and objectives]

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

[Goal]

1. Learning about various ways of exercising.
2. Understanding the basics of a healthy lifestyle.
3. Learning about basic self control and its importance.
4. Exercising simple decision making, leadership, communication in a dependent and co-dependent environment.
5. Creating a demand for future self-education and self-development.

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

[Method(s)]

This class is comprised of 8 lectures and 6 practical lessons; however, this may be changed due to the situation of COVID-19 and the university guidelines. Currently this class is planned to be held offline (face to face), therefore, please follow the university guidelines carefully when you participate in classes (e.g. sanitizing your hands prior to participation). If you have any difficulty to participate due to the situation of COVID-19, please inform the teacher as soon as possible in order to participate online.

Also, Due to the coronavirus pandemic, if there are too many students registered for this class, we may have to choose students via random selection in order to avoid a large group gathering. Further details of this will be announced through Hoppii before the first lesson starts.

When reaction papers are submitted by students, the teacher will comment or give feedback on those reaction papers at the beginning of the next session.

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

あり / Yes

[Fieldwork in class]

なし / No

[Schedule]

No.	Theme	Contents
1	Guidance (Lecture)	Introduction of the course.
2	Walking & Stretching (Lecture & Practical Lesson)	Learning how to stretch and the importance of walking in everyday life.
3	Diet and Nutrition (Lecture)	Learning about basic nutrition and healthy lifestyle.
4	Principles of Training (Lecture)	Learning the basic principles of training.
5	Sport and Injury (Lecture)	Learning about various risk of injuries in sport and their prevention and recovery.
6	Table Tennis (Lecture & Practical Lesson)	Learning the outline of table tennis.
7	Sound Table Tennis (Lecture & Practical Lesson)	Learning about game based table tennis as well as its adaptation for people with visual impairments.
8	The Olympics and Paralympics (Lecture)	Learning about the Olympic and Paralympic Games.
9	Sport and Society (Lecture)	Learning about the role of sport in society.
10	Disability Sport (Lecture)	Learning the outline of disability sports.
11	Football & Boccia (Lecture & Practical Lesson)	Learning the outline of Football and Boccia.
12	Volleyball & Sitting Volleyball (Lecture & Practical Lesson)	Learning the outline of Volleyball and Sitting Volleyball.
13	Adaptation in Sport (Lecture)	Learning about adaptation in Sports.

14	Summarizing the Course (Lecture)	Overview of the course and summarizing what students have learned through group discussions.
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[Work to be done outside of class (preparation, etc.)]

Each student is required to prepare themselves to have a good physical and mental condition in order to participate safely in the lesson. Also, each student is required to study for 2 hours before and after each lesson accordingly.

[Textbooks]

No textbook will be used.

[References]

Reference books may be introduced as and if necessary.

[Grading criteria]

Attitude and Active Participation in Discussions and Practical Lesson: 60%

Understanding of the contents, Reports & Reaction Paper: 40%

*The grading criteria above is the basic grading principle, however, other criteria can be applied for those with difficulties of participation especially for practical lessons due to various reasons.

[Changes following student comments]

1) The target of each lesson will be introduced at the beginning of each lecture in order for students to understand the importance of each lesson.

2) The contents of each lesson may be modified and adapted to more familiar ones for students to encourage their better understanding.

3) The contents of next lesson will be introduced in order for students to prepare and be ready.

[Others]

· Each student is required to bring their own proper sports wear and indoor shoes for practical lessons.

· The order and content of each class can be changed/modified due to the number of participants and available facilities as well as the situation of COVID-19 and university guidelines.

· If students do not feel well or have (possible) injuries before or after the class, students must inform their condition to the teacher for safety.

[]

Understanding the various physical activities and their effect on daily health and/or fitness level. Learning teamwork and personal role within a group through various exercises that require technique and/or tactical knowledge.

