

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	月 / Mon 1
開講期間 / Class period	2018/04/05 ~ 2018/07/30		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001001	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (F2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL/Tel	095 819 2082		
担当教員オフィスアワー/Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標/Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS/GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>

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開講期間 / Class period	2018/04/05 ~ 2018/07/30		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001002	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (F3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Mason Shannon / Shannon Mason		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Mason Shannon / Shannon Mason		
授業担当教員名 (オムニバス科目等) / Professor(s)	Mason Shannon / Shannon Mason , Mason Shannon / Shannon Mason		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟41 / RoomA-41		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	shan_nagasaki-u.ac.jp (メールを送信する を@に変更して送信してください)		
担当教員研究室/Instructor office	Education main building: Room 618		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Wednesday 9am-10am. Email anytime.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course includes multiple opportunities for you to speak in English. Each week we will focus on one common conversation topic, and one communication strategy. You will engage in various activities to improve your confidence and ability to speak with limited planning, as well as developing your own interactive presentations.		
授業到達目標/Course goals	Our goals include: *Speaking as much English as possible in in-class activities to improve confidence *Learning and using a range of communication strategies *Creating interactive presentations to converse with your classmates and teacher		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Interactive presentations (10% x 6) - 60% Reflective worksheets (3% x 6) - 18% Participation and contribution to in-class activities - 22%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	English conversation, communication, presentation		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Teacher prepared materials		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	I look forward to talking with you!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1回	Introduction to the course, getting to know you		
2回	Get talking in English, overcoming fears and problems		

3回	@ Focus on music, circumlocution
4回	Student created interactive presentations
5回	A Focus on sports and hobbies, conversation patterns
6回	Student created interactive presentations
7回	B Focus on food, responding and reacting
8回	Student created interactive presentations
9回	C Focus on smartphones, pronunciation
10回	Student created interactive presentations
11回	D Focus on shopping, repairing conversations
12回	Student created interactive presentations
13回	E Focus on travel, prolonging conversations
14回	Student created interactive presentations
15回	Communication games
16回	Collection of reflective worksheets



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2018/04/05 ~ 2018/07/30		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001003	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS/GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. (Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2018/04/05 ~ 2018/07/30		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001004	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L6) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育G棟38 / RoomG-38		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before and after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to develop the English communication skills necessary to express one's ideas and opinions in English. Although the course focuses on oral communication, other skills such as reading, listening and writing are developed as well. In order to successfully form and express ideas, students must use all skills related to language to gather, process and transfer information. Students who take this course are expected to attend all classes, complete in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Sullivan, K & Beuckens, T. (2009), Impact Conversation 2, Pearson Longman.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Let's enjoy English conversation.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions - Class Overview
2回	Unit 1 Something Cool
3回	Unit 1 ? Something Cool (cont.)
4回	Unit 2 ? My Humble Abode
5回	Unit 2 ? My Humble Abode (cont.)
6回	Unit 3 ? Food Cravings
7回	Unit 3 ? Food Cravings (cont.)
8回	Unit 4 ? Who we Are
9回	Unit 4 ? Who we Are (cont.)
10回	Unit 5 ? Corporate Ladder
11回	Unit 5 ? Corporate Ladder (cont.)
12回	Unit 6 ? Another World
13回	Unit 6 ? Another World (cont.)
14回	Unit 7 ? Big Worry
15回	Unit 7 ? Big Worry (cont.)
16回	Final Exam



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001005	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L4) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001006	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L5) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>At the end of the class students will have learned Mind Mapping rules.</li> <li>At the end of the class students will have mastered 7 Zentangles.</li> <li>At the end of the class students will have 2 self-portraits.</li> <li>At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>Students will get accustomed to actively listening to instructor and classmates.</li> <li>Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>Student will exercise deliberation and choice.</li> <li>Student will appreciate a balance between convergent and divergent activity.</li> <li>Students will manage their own learning through reflection and goal setting.</li> <li>Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS?GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001007	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (P1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟23 / RoomA-23		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

学生へのメッセージ/Message for students	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1st	Course introduction, self-introduction, and textbook overview.
2nd	Unit 1: Hometown
3rd	Unit 1: Hometown
4th	Unit 2: Music
5th	Unit 2: Music
6th	Unit 3: Books
7th	Unit 3: Books
8th	Unit 4: Family
9th	Unit 4: Family
10th	Unit 5: Travel
11th	Unit 5: Travel
12th	Unit 6: School and Friends
13th	Unit 6: School and Friends
14th	Unit 7: Food
15th	Final conversation preparation
16th	Final group conversation

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001008	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001009	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (L3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>At the end of the class students will have learned Mind Mapping rules.</li> <li>At the end of the class students will have mastered 7 Zentangles.</li> <li>At the end of the class students will have 2 self-portraits.</li> <li>At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>Students will get accustomed to actively listening to instructor and classmates.</li> <li>Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>Student will exercise deliberation and choice.</li> <li>Student will appreciate a balance between convergent and divergent activity.</li> <li>Students will manage their own learning through reflection and goal setting.</li> <li>Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%; Speaking Fluency (WPM) ? 10% Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10% 3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing &amp; Reading Comments over time. 10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)  Class 9-14: Review All in class prints, photos of white board, note-taking. Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion Type Project Summary according to Rubric Type Essay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately Draw GOALS/GOALS IN Mind Map Write Activity Feedback and Evaluation Class 15: Update GOALS/GOALS IN Mind Map Finish Activity Feedback and Evaluation Class 16: Bring all homework, graphs, Mind Maps: Everything Double Check: Project Favorite Evaluation is handed- in Updated Essay and Evaluation in handed-in Presentation Evaluation is handed-in Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

教科書・教材・参考書/Textbook,Teaching material,and Reference book	3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens
受講要件 (履修条件) /Prerequisites, etc.	Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.
学生へのメッセージ/Message for students	
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)
Day 2	10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>



Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Refelction on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS?GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on acitivity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Refection and Evaluations.</p>

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001010	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (G1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Target students	多文化社会学部		
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	819-2943		
担当教員オフィスアワー/Office hours	Before and after class and by appointment.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   Activities involving others to think from various perspectives C. 技能修得のために実践する活動   Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	TOEFL Vocabulary test: 10%, Attendance and Participation: 40 %, Mid-term Examination/Presentation: 20 %, Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Task-Based Learning, Cultural Diversity, Kyushu		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	Consistent attendance and active participation are necessary for students to have success in this class.		
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks(URL)			

学生へのメッセージ/Message for students	Learning a language can be one of the most exhilarating experiences a person can have. I very much look forward to embarking on this wonderful journey with you!
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
第1回	Course Introduction, Unit 1: Self-introductions and Textbook Overview
第2回	Unit 2: Travel Advice
第3回	Unit 3: Room and Board
第4回	Unit 4: Finding Your Way Around
第5回	Unit 5: Experience the Sights
第6回	Unit 6: Popular Destinations in Kyushu
第7回	Unit 7: Prepare Group Presentation
第8回	Perform Group Presentation
第9回	Unit 8: Arranging a Day Out
第10回	Unit 9: Trying New Foods
第11回	Unit 10: Choosing the Right Hotel
第12回	Unit 11: Festival Fun
第13回	Unit 12: Leisure Activities
第14回	Unit 13: Buying Souvenirs
第15回	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye
第16回	Final Exam

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001011	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (G2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟24 / RoomA-24		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	In English Communication I, SGHSS students are required to answer the TOEFL vocabulary test at the beginning of the class. The total score of this test accounts for 10% of the grade. As for the rest of the grade, it is determined in the following manner: 5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation ( = 40 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1st	Introduction to the course
2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001012	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (G3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Stubbe Raymond / Raymond Stubbe		
授業担当教員名(科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名(オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills, to enhance students' English vocabulary, and to further develop students' confidence when speaking English.		
授業到達目標/Course goals	By the end of the course, students should have improved both their English vocabulary and communication abilities.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework. F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Attendance and Participation: 30%, TOEFL Vocabulary test: 10%, Homework: 10%, Midterms: 20%, Finals: 30%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	Class material and new vocabulary should be reviewed daily.		
キーワード / Key word	English communication		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Communication Spotlight Pre-Intermediate, Split Version A. Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-20-9		
受講要件(履修条件) / Prerequisites, etc.	none		
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Don't be shy. Communicating in English is FUN!		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		

4.1	Course introduction, self-introduction, and textbook overview.
4.17	Unit 0: Classroom English
4.24	Unit 1: Describing school schedules
5.1	Unit 1: Describing school schedules
5.8	Unit 2: Describing daily routines
5.15	Unit 2: Describing daily routines
5.22	Unit 3: Describing locations, object in a room
5.29	Unit 3: Describing locations, object in a room
6.5	Midterm
6.12	Unit 4: Describing Family
6.19	Unit 4: Describing Family
6.26	Unit 5: Talking about things you did
7.3	Unit 5: Talking about things you did
7.1	Unit 6: Giving Directions
7.24	Unit 6: Giving Directions and Review Units 0-6



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001013	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英4)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Thursday 16:00-17:00, or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will focus on developing English communication skills necessary for study at a university. These skills include, but are not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will be able to study in an English environment and become interested in studying abroad.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Assignments 15% Participation 20% Quizzes 20% Reading 15% Super Eigo 10% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Day, R., Shaules, J. & Yamanaka, J. (2012), Impact Issues 3, Hong Kong, Pearson Longman.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	I hope you are ready to work hard and enjoy the class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1	Introductions - Class Overview
2	Unit 1 ? Cosmetic Surgery
3	Unit 1 ? Cosmetic Surgery (cont.)
4	Unit 2 ? Friends or Lovers?
5	Unit 2 ? Friends or Lovers? (cont.)
6	Unit 3 ? I Don ' t Care
7	Unit 3 ? I Don ' t Care (cont.)
8	Unit 4 ? Rules, Rules, Rules
9	Unit 4 ? Rules, Rules, Rules (cont.)
10	Unit 9 ? Body Art
11	Unit 9 ? Body Art (cont.)
12	Unit 11 ? Naomi ' s Dilemma
13	Unit 11 ? Naomi ' s Dilemma (cont.)
14	Unit 12? No Place Like Home
15	Unit 12? No Place Like Home (cont.)
16	Final Exam

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001014	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英5)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Fritz Robinson / Robinson Fritz		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Fritz Robinson / Robinson Fritz		
授業担当教員名 (オムニバス科目等) / Professor(s)	Fritz Robinson / Robinson Fritz		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students	False beginner - Low intermediate English level CEFR A1 to low B1		
担当教員Eメールアドレス/E-mail address	rob-fritz nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	経済学部の本館503		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Please contact me to make an appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course is designed to learn, practice and encourage students to communicate in English. Students will be able to use the grammar and vocabulary they learned in JHS and HS to communicate with class members. Therefore the focus of this course will be to practice communication instead of learning grammar/vocabulary.		
授業到達目標/Course goals	The main goals of this course are: - For students to become more confident communicating in English - Learn and practice basic/important phrases for communicating in English - to have a more positive experience/image of learning and practicing English		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Projects: 30% Tests: 40% Self-evaluation: 20% Super Eigo: 10%  Note: A new evaluation may be given at the start of the course		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	Communication, listening, speaking, conversation, active learning, task based learning		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Students must purchase this textbook. It will be used from the 2nd class.  Title: English Firsthand 1 (Fifth Edition) Authors: Marc Helgesen, John Wiltsher, Steven Brown Publisher: Pearson ISBN: 978-981-313-022-7		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			

備考 ( URL ) /Remarks(URL)	
学生へのメッセージ/Message for students	
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Class 1	Introductions. The course will be introduced.
Class 2	Introductions part 1. (Unit 0). Through various activities students will introduce themselves to each other
Class 3	Introductions part 2. (Unit 1). Students will continue to introduce themselves to each other.
Class 4	Descriptions of people and families. (Unit 2). This class will explain how to describe and exchange information about people.
Class 5	Schedules and routines. (Unit 3). Students will learn how to make plans, ask and answer questions about their plans.
Class 6	Locations. (Unit 4). This class will revise prepositions and how to describe location of objects in a room.
Class 7	Test (U1 - U4)
Class 8	Past experiences. (Unit 6). Students will learn and practice how to talk about past events in their lives.
Class 9	Jobs and skills. (Unit 7). This class will focus on asking and answering questions regarding future hopes and dreams.
Class 10	Entertainment and opinions. (Unit 8). Students will learn how to say their opinions and make plans.
Class 11	Future plans and activities. (Unit 9). Students will learn how to ask and answer questions about future plans
Class 12	Test (U6 - U9)
Class 13	Shopping. (Unit 10). This class will explain how to ask and answer questions about shopping
Class 14	Giving instructions (Unit 11). Students will learn how to give simple instructions in English
Class 15	Course review.

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 1
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001015	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英6)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	dannyjl3 hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ/Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 10% / Workbook: 40% / Final test: 40% / Super Eigo: 10%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

第5回	My Neighborhood - Directions Part 2 - Weather
第6回	Music - Adventures - Time QUIZ 1
第7回	Movies - Entertainment
第8回	Free time - Sports - Going out
第9回	Nationalities -Ordering in restaurants
第10回	Shopping - Fashion
第11回	Money - Compliments - Quiz 2
第12回	Describing People - Personalities -
第13回	Dating -You and Romance - Perfect Partners
第14回	Around Town - Summer in the City Games
第15回	Review - Test guidelines
第16回	Final Test and hand in Workbook

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 2
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001016	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英1)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Thursday 16:00-17:00, or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will focus on developing English communication skills necessary for study at a university. These skills include, but are not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will be able to study in an English environment and become interested in studying abroad.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Assignments 15% Participation 20% Quizzes 20% Reading 15% Super Eigo 10% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Day, R., Shaules, J. & Yamanaka, J. (2012), Impact Issues 3, Hong Kong, Pearson Longman.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	I hope you are ready to work hard and enjoy the class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1	Introductions - Class Overview
2	Unit 1 ? Cosmetic Surgery
3	Unit 1 ? Cosmetic Surgery (cont.)
4	Unit 2 ? Friends or Lovers?
5	Unit 2 ? Friends or Lovers? (cont.)
6	Unit 3 ? I Don ' t Care
7	Unit 3 ? I Don ' t Care (cont.)
8	Unit 4 ? Rules, Rules, Rules
9	Unit 4 ? Rules, Rules, Rules (cont.)
10	Unit 9 ? Body Art
11	Unit 9 ? Body Art (cont.)
12	Unit 11 ? Naomi ' s Dilemma
13	Unit 11 ? Naomi ' s Dilemma (cont.)
14	Unit 12? No Place Like Home
15	Unit 12? No Place Like Home (cont.)
16	Final Exam



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 2
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001017	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英2)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Fritz Robinson / Robinson Fritz		
授業担当教員名(科目責任者) / Professor in charge of the subject	Fritz Robinson / Robinson Fritz		
授業担当教員名(オムニバス科目等) / Professor(s)	Fritz Robinson / Robinson Fritz		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students	False beginner - Low intermediate English level CEFR A1 to low B1		
担当教員Eメールアドレス/E-mail address	rob-fritz nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	経済学部の本館503		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Please contact me to make an appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course is designed to learn, practice and encourage students to communicate in English. Students will be able to use the grammar and vocabulary they learned in JHS and HS to communicate with class members. Therefore the focus of this course will be to practice communication instead of learning grammar/vocabulary.		
授業到達目標/Course goals	The main goals of this course are: - For students to become more confident communicating in English - Learn and practice basic/important phrases for communicating in English - to have a more positive experience/image of learning and practicing English		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Projects: 30% Tests: 40% Self-evaluation: 20% Super Eigo: 10%  Note: A new evaluation may be given at the start of the course		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word	Communication, listening, speaking, conversation, active learning, task based learning		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Title: English Firsthand 1 (Fifth Edition) Authors: Marc Helgesen, John Wiltsher, Steven Brown Publisher: Pearson ISBN: 978-981-313-022-7		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)			

備考 ( URL ) /Remarks(URL)	
学生へのメッセージ/Message for students	
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Class 1	Introductions. The course will be introduced.
Class 2	Introductions part 1. (Unit 0). Through various activities students will introduce themselves to each other
Class 3	Introductions part 2. (Unit 1). Students will continue to introduce themselves to each other.
Class 4	Descriptions of people and families. (Unit 2). This class will explain how to describe and exchange information about people.
Class 5	Schedules and routines. (Unit 3). Students will learn how to make plans, ask and answer questions about their plans.
Class 6	Locations. (Unit 4). This class will revise prepositions and how to describe location of objects in a room.
Class 7	Test (U1 - U4)
Class 8	Past experiences. (Unit 6). Students will learn and practice how to talk about past events in their lives.
Class 9	Jobs and skills. (Unit 7). This class will focus on asking and answering questions regarding future hopes and dreams.
Class 10	Entertainment and opinions. (Unit 8). Students will learn how to say their opinions and make plans.
Class 11	Future plans and activities. (Unit 9). Students will learn how to ask and answer questions about future plans
Class 12	Test (U6 - U9)
Class 13	Shopping. (Unit 10). This class will explain how to ask and answer questions about shopping
Class 14	Giving instructions (Unit 11). Students will learn how to give simple instructions in English
Class 15	Course review.

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	火 / Tue 2
開講期間 / Class period	2018/04/05 ~ 2018/07/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001018	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (E(英3)) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills, to enhance students' English vocabulary, and to further develop students' confidence when speaking English.		
授業到達目標/Course goals	By the end of the course, students should have improved both their English vocabulary and communication abilities.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework. F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Attendance and Participation: 30%, Vocabulary 10%, Super-Eigo 10%, Midterm: 20%, Finals: 30%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	Class material and new vocabulary should be reviewed daily.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Communication Spotlight High Beginner, Split Version A. Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-23-0		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks(URL)			
学生へのメッセージ / Message for students	Don't be shy. Communicating in English is FUN!		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
4.1	Course introduction, self-introduction, and textbook overview.		

4.17	Unit 0: Classroom English
4.24	Unit 1: Discussing other countries
5.1	Unit 1: Discussing other countries
5.8	Unit 2: Talking about likes and dislikes
5.15	Unit 2: Talking about likes and dislikes
5.22	Unit 3: English money and prices
5.29	Unit 3: English money and prices
6.5	Midterm
6.12	Unit 4: Describing family
6.19	Unit 4: Describing family
6.26	Unit 5: Fluency with dates and ordinal numbers
7.3	Unit 6: Talking about things you did
7.1	Unit 6: Talking about things you did
7.24	Review units 0-6, prepare for final exams

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001019	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (P2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tiedemann Mark / Mark Tiedemann		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mdtieds tc.nagasaki-gaigo.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	095-819-2078(教養教育事務室)		
担当教員オフィスアワー/Office hours	Before and after class and by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The class will focus on improving students' basic English skills in listening, speaking and reading through listening experiences and production exercises in class and exercises and readings in English to be done as homework.		
授業到達目標/Course goals	By the end of the course, students will be expected to have a firmer command of basic grammatical structures, be more adept at understanding TOEIC Test-type reading materials, and be more comfortable listening to, responding to, and producing everyday spoken English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 1, 2nd Edition, Macmillan; Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

学生へのメッセージ/Message for students	Learning grammar requires study and exposure to reading texts, so the TOEIC book and its homework will provide students with this. Speaking and listening are skills which require practice, so the class time will be devoted to exercises which will provide students with ample chances to practice useful English in a relatively controlled environment. Therefore, students should be prepared to be diligent in their homework and active in the classroom.
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授業計画詳細 / Course Schedule

回(日時) / Time(date and time)	授業内容 / Contents
1st	Introduction to the class, Mixing activity
2nd	TOEIC Unit 1; Breakthrough Unit 1
3rd	TOEIC Unit 2; Breakthrough Unit 1
4th	TOEIC Unit 3,4; Breakthrough Unit 2
5th	TOEIC Unit 5, Breakthrough Unit 3
6th	TOEIC Unit 6; Quiz TOEIC Units 1-5; Breakthrough Unit 4
7th	TOEIC Unit 7,8; Breakthrough Unit 5
8th	TOEIC Unit 9,10; Breakthrough Unit 6
9th	TOEIC Unit 11, Quiz TOEIC Units 6-10; Breakthrough Unit 7
10th	TOEIC Unit 12,13; Breakthrough Unit 8
11th	TOEIC Unit 14,15; Breakthrough Unit 9
12th	TOEIC Unit 16, Quiz TOEIC Units 11-15; Breakthrough Unit 10
13th	TOEIC Unit 17,18; Breakthrough Unit 11
14th	TOEIC Unit 19,20; Breakthrough Unit 12
15th	TOEIC Quiz Units 16-20; Review of Breakthrough for the test
16th	Final Test over Breakthrough

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001020	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T4) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名(科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名(オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com(メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks(URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001021	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T5) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Mason Shannon / Shannon Mason		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Mason Shannon / Shannon Mason		
授業担当教員名 (オムニバス科目等) / Professor(s)	Mason Shannon / Shannon Mason , Mason Shannon / Shannon Mason		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟34 / RoomB-34		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	shan_nagasaki-u.ac.jp (メールを送信する を@に変更して送信してください)		
担当教員研究室/Instructor office	Education main building: Room 618		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Wednesday 9am-10am. Email anytime.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course includes multiple opportunities for you to speak in English. Each week we will focus on one common conversation topic, and one communication strategy. You will engage in various activities to improve your confidence and ability to speak with limited planning, as well as developing your own interactive presentations.		
授業到達目標/Course goals	Our goals include: *Speaking as much English as possible in in-class activities to improve confidence *Learning and using a range of communication strategies *Creating interactive presentations to converse with your classmates and teacher		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Interactive presentations (10% x 6) - 60% Reflective worksheets (3% x 6) - 18% Participation and contribution to in-class activities - 22%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	English conversation, communication, presentation		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Teacher prepared materials		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	I look forward to talking with you!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1回	Introduction to the course, getting to know you		
2回	Get talking in English, overcoming fears and problems		

3回	@ Focus on music, circumlocution
4回	Student created interactive presentations
5回	A Focus on sports and hobbies, conversation patterns
6回	Student created interactive presentations
7回	B Focus on food, responding and reacting
8回	Student created interactive presentations
9回	C Focus on smartphones, pronunciation
10回	Student created interactive presentations
11回	D Focus on shopping, repairing conversations
12回	Student created interactive presentations
13回	E Focus on travel, prolonging conversations
14回	Student created interactive presentations
15回	Communication games
16回	Collection of reflective worksheets

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001022	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T8) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟33 / RoomA-33		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills, to enhance students' English vocabulary, and to further develop students' confidence when speaking English.		
授業到達目標/Course goals	By the end of the course, students should have improved both their English vocabulary and communication abilities.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework. F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Attendance and Participation: 30%, Vocabulary 10%, Homework: 10%, Midterm: 20%, Finals: 30%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	Class material and new vocabulary should be reviewed daily.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Communication Spotlight High Beginner, Split Version A. Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-23-0		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Don't be shy. Communicating in English is FUN!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		

4.11	Course introduction, self-introduction, and textbook overview.
4.18	Unit 0: Classroom English
4.25	Unit 1: Discussing other countries
5.2	Unit 1: Discussing other countries
5.9	Unit 2: Talking about likes and dislikes
5.16	Unit 2: Talking about likes and dislikes
5.23	Unit 3: English money and prices
5.3	Unit 3: English money and prices
6.6	Midterm
6.13	Unit 4: Describing family
6.2	Unit 4: Describing family
6.27	Unit 5: Fluency with dates and ordinal numbers
7.4	Unit 6: Talking about things you did
7.11	Unit 6: Talking about things you did
7.18	Review units 0-6, prepare for final exams

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001023	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (F1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)			
備考 (URL) / Remarks(URL)			
学生へのメッセージ/Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001024	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T6) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2018/04/05 ~ 2018/07/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001025	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T7) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tiedemann Mark / Mark Tiedemann		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mdtieds tc.nagasaki-gaigo.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	095-819-2078(教養教育事務室)		
担当教員オフィスアワー/Office hours	Before and after class and by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The class will focus on improving students' basic English skills in listening, speaking and reading through listening experiences and production exercises in class and exercises and readings in English to be done as homework.		
授業到達目標/Course goals	By the end of the course, students will be expected to have a firmer command of basic grammatical structures, be more adept at understanding TOEIC Test-type reading materials, and be more comfortable listening to, responding to, and producing everyday spoken English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 1, 2nd Edition, Macmillan; Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

学生へのメッセージ/Message for students	Learning grammar requires study and exposure to reading texts, so the TOEIC book and its homework will provide students with this. Speaking and listening are skills which require practice, so the class time will be devoted to exercises which will provide students with ample chances to practice useful English in a relatively controlled environment. Therefore, students should be prepared to be diligent in their homework and active in the classroom.
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授業計画詳細 / Course Schedule

回(日時) / Time(date and time)	授業内容 / Contents
1st	Introduction to the class, Mixing activity
2nd	TOEIC Unit 1; Breakthrough Unit 1
3rd	TOEIC Unit 2; Breakthrough Unit 1
4th	TOEIC Unit 3,4; Breakthrough Unit 2
5th	TOEIC Unit 5, Breakthrough Unit 3
6th	TOEIC Unit 6; Quiz TOEIC Units 1-5; Breakthrough Unit 4
7th	TOEIC Unit 7,8; Breakthrough Unit 5
8th	TOEIC Unit 9,10; Breakthrough Unit 6
9th	TOEIC Unit 11, Quiz TOEIC Units 6-10; Breakthrough Unit 7
10th	TOEIC Unit 12,13; Breakthrough Unit 8
11th	TOEIC Unit 14,15; Breakthrough Unit 9
12th	TOEIC Unit 16, Quiz TOEIC Units 11-15; Breakthrough Unit 10
13th	TOEIC Unit 17,18; Breakthrough Unit 11
14th	TOEIC Unit 19,20; Breakthrough Unit 12
15th	TOEIC Quiz Units 16-20; Review of Breakthrough for the test
16th	Final Test over Breakthrough

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 1
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001026	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (K3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  ( TEL ) 095-819-2006 ( FAX ) 095-819-2948  ( E-MAIL ) support ml.nagasaki-u.ac.jp</p>
<p>備考 ( URL ) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) / Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS?GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. (Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 2
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001027	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M4) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ/Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1	第1回 Introduction/Free-Speaking Board-Game Activity (Speaking & Vocabulary) 第2回 Self-Introduction Interview Activity (Speaking Activity); Music Video + Free-Writing 第3回 Homepage & Speaking/Listening Record/Intro 第4回 Basic Active-Listening Introduction/Bingo Game(Speaking) + Music Video + Free Writing 第5回 Audio/Video Forum Recording & Feedback (Listening/Vocabulary/Grammar) Music Video + Free-Writing 第6回 Story-Sharing Day#1 (Listening & Speaking) 第7回 Advanced Active Listening Intro & Game / Sentence-Combining Writing Activity 第8回 Music Video Viewing: Writing & Vocabulary Activity
2	第9回 Internet Search Activity (Poetry & Quotes)/Active Listening Practice Drill/ + Music Video + Free Writing 第10回 Story-Sharing Day#2 第11回 “Truman Show” Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 2
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001028	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M5) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟24 / RoomA-24		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)			
備考 (URL) / Remarks(URL)			
学生へのメッセージ/Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001029	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟26 / RoomC-26		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills, to enhance students' English vocabulary, and to further develop students' confidence when speaking English.		
授業到達目標/Course goals	By the end of the course, students should have improved both their English vocabulary and communication abilities.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework. F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Attendance and Participation: 30%, Vocabulary tests 10%, Homework: 10%, Midterm: 20%, Finals: 30%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	Class material and new vocabulary should be reviewed daily.		
キーワード / Key word	English communication		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Communication Spotlight Pre-Intermediate, Split Version A. Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-20-9		
受講要件(履修条件) / Prerequisites, etc.	none		
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Don't be shy. Communicating in English is FUN!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		

4.5	Course introduction, self-introduction, and textbook overview.
4.12	Unit 0: Classroom English
4.19	Unit 1: Describing school schedules
4.26	Unit 1: Describing school schedules
5.1	Unit 2: Describing daily routines
5.17	Unit 2: Describing daily routines
5.24	Unit 3: Describing locations, object in a room
5.31	Unit 3: Describing locations, object in a room
6.7	Midterm
6.14	Unit 4: Describing Family
6.21	Unit 4: Describing Family
6.28	Unit 5: Talking about things you did
7.5	Unit 5: Talking about things you did
7.12	Unit 6: Giving Directions
7.19	Unit 6: Giving Directions and Review Units 0-6

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001030	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟25 / RoomC-25		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考(URL) / Remarks(URL)			

学生へのメッセージ/Message for students	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1st	Course introduction, self-introduction, and textbook overview.
2nd	Unit 1: Hometown
3rd	Unit 1: Hometown
4th	Unit 2: Music
5th	Unit 2: Music
6th	Unit 3: Books
7th	Unit 3: Books
8th	Unit 4: Family
9th	Unit 4: Family
10th	Unit 5: Travel
11th	Unit 5: Travel
12th	Unit 6: School and Friends
13th	Unit 6: School and Friends
14th	Unit 7: Food
15th	Final conversation preparation
16th	Final group conversation



学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001031	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william_nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ/Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks(URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1	第1回 Introduction/Free-Speaking Board-Game Activity (Speaking & Vocabulary) 第2回 Self-Introduction Interview Activity (Speaking Activity); Music Video + Free-Writing 第3回 Homepage & Speaking/Listening Record/Intro 第4回 Basic Active-Listening Introduction/Bingo Game(Speaking) + Music Video + Free Writing 第5回 Audio/Video Forum Recording & Feedback (Listening/Vocabulary/Grammar) Music Video + Free-Writing 第6回 Story-Sharing Day#1 (Listening & Speaking) 第7回 Advanced Active Listening Intro & Game / Sentence-Combining Writing Activity 第8回 Music Video Viewing: Writing & Vocabulary Activity
2	第9回 Internet Search Activity (Poetry & Quotes)/Active Listening Practice Drill/ + Music Video + Free Writing 第10回 Story-Sharing Day#2 第11回 “Truman Show” Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001032	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (M6) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟36(call2) / RoomC-36(call2)		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ/Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1	第1回 Introduction/Free-Speaking Board-Game Activity (Speaking & Vocabulary) 第2回 Self-Introduction Interview Activity (Speaking Activity); Music Video + Free-Writing 第3回 Homepage & Speaking/Listening Record/Intro 第4回 Basic Active-Listening Introduction/Bingo Game(Speaking) + Music Video + Free Writing 第5回 Audio/Video Forum Recording & Feedback (Listening/Vocabulary/Grammar) Music Video + Free-Writing 第6回 Story-Sharing Day#1 (Listening & Speaking) 第7回 Advanced Active Listening Intro & Game / Sentence-Combining Writing Activity 第8回 Music Video Viewing: Writing & Vocabulary Activity
2	第9回 Internet Search Activity (Poetry & Quotes)/Active Listening Practice Drill/ + Music Video + Free Writing 第10回 Story-Sharing Day#2 第11回 “Truman Show” Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001033	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (K1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL/Tel	095 819 2082		
担当教員オフィスアワー/Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標/Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>



Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS/GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. (Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/04/05 ~ 2018/07/26		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001034	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (K2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟31 / RoomA-31		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001035	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T9) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk  ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ?  high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency  management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp;  picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5  Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite  decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal  documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>



Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS/GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001036	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T10) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Danny LOUVIERE / Danny Louviere		
授業担当教員名(科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名(オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	dannyjl3 hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office			
担当教員TEL / Tel			
担当教員オフィスアワー / Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ / Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標 / Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 20% / Workbook: 40% / Final test: 40%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

第5回	My Neighborhood - Directions Part 2 - Weather
第6回	Music - Adventures - Time QUIZ 1
第7回	Movies - Entertainment
第8回	Free time - Sports - Going out
第9回	Nationalities -Ordering in restaurants
第10回	Shopping - Fashion
第11回	Money - Compliments - Quiz 2
第12回	Describing People - Personalities -
第13回	Dating -You and Romance - Perfect Partners
第14回	Around Town - Summer in the City Games
第15回	Review - Test guidelines
第16回	Final Test and hand in Workbook

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 2
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001037	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (D1・D2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Benom Carey / Carey Benom		
授業担当教員名(科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名(オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com(メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks(URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Life
3rd	Life (continued)
4th	Love and Relationships
5th	Love and Dating
6th	Love and War
7th	Beauty
8th	Family
9th	Eating and Drinking
10th	Persuasion
11th	Advertising
12th	Advertising (continued)
13th	Living Abroad
14th	Men and Women (Gender)
15th	Creating a New Society

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001038	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl_nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> <li>1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time.</li> <li>2. At the end of the class students will have learned Mind Mapping rules.</li> <li>3. At the end of the class students will have mastered 7 Zentangles.</li> <li>4. At the end of the class students will have 2 self-portraits.</li> <li>5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about.</li> <li>6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook.</li> <li>7. At the end of the class students will have decided an introduction and a conclusion for each favorite.</li> <li>8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated.</li> <li>9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated.</li> <li>10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated.</li> </ol>		
授業到達目標 / Course goals	<ol style="list-style-type: none"> <li>1. Students will get accustomed to actively listening to instructor and classmates.</li> <li>2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines.</li> <li>3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening.</li> <li>4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW).</li> <li>5. Student will exercise deliberation and choice.</li> <li>6. Student will appreciate a balance between convergent and divergent activity.</li> <li>7. Students will manage their own learning through reflection and goal setting.</li> <li>8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely.</li> <li>9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience.</li> <li>10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources.</li> </ol>		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy    汎用的能力 / Generic Competence    倫理観 / Ethics    多様性の理解 / Understanding Diversity 協働性 / Cooperativeness    考えをやり取りする力 / Ability to exchange ideas    国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動 &lt;br&gt;/ Activities to check the degree of comprehension of the contents to the lesson or to think over  B. 多角的に考えるために他者と関わる活動 &lt;br&gt;/ Activities involving others to think from various perspectives  C. 技能修得のために実践する活動 &lt;br&gt;/ Activities to practice for acquiring skills  D. 問題解決のために知識を総合的に活用する活動 &lt;br&gt;/ Activities that comprehensively utilize knowledge to solve problems  E. 上記以外の学生の思考の活性化を促す授業手法 &lt;br&gt;/ Teaching methods to stimulate students' thinking other than the above  F. 教員からの講義のみで構成される &lt;br&gt;/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% &amp; English 10%;  1st language Reading Comments (30);  Final Test - Free and Faster Writing in 1st language 10% &amp; English 10%; Reading (Total 50)10%;  Speaking Fluency (WPM) ? 10%  Project ? (3 show related to favorite + 2 personal) 10%; Essay about a second Favorite15%; Presentation about a third favorite- 10%  3 Mind Maps ? 5%</p>
<p>各回の授業内容・授業方法(学習指導方法) )/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation &amp; Review</p>	<p>Weekly Homework to Class 1-Class 7:  Review weekly Free and Fast Writing &amp; Reading Comments over time.  10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)   Class 9-14: Review All in class prints, photos of white board, note-taking.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Summary according to Rubric  Type Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes  Class 13-14: Listen to Presentation recording and re-read Essay; Write Evaluations appropriately  Draw GOALS/GOALS IN Mind Map  Write Activity Feedback and Evaluation  Class 15: Update GOALS/GOALS IN Mind Map  Finish Activity Feedback and Evaluation  Class 16: Bring all homework, graphs, Mind Maps: Everything  Double Check: Project Favorite Evaluation is handed- in  Updated Essay and Evaluation in handed-in  Presentation Evaluation is handed-in  Activity Feedback Evaluation is handed-in</p>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>



<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds  More books for extensive reading in Nagasaki University Library 2F  Ear buds  Cell Phone and/or Kitchen Timer  Mirror  Cell Phone with Internet connection in class and for homework  You Tube accessibility in class and for homework  Cell Phone with voice recording APP, Voice to Text, Voice Recorder  Notebook for in class notes and for homework  Clear File for Mind Maps and Prints  Color ball pens &amp; Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class.  Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl.  Thank You for making an effort to clarify instructions, activities, deadlines over time.  Thank You for bravely thinking of and asking questions to TA and instructor.  Thank You for embracing the challenge of learning new and challenging activities.  Thank You for giving the instructor and all activities a try.  Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.  Student Accessibility Office contact information:  (TEL) 095-819-2006 (FAX) 095-819-2948  (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 4	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 5	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>
Day 6	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30);  10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph;  5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph  1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword &amp; picture details  1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote;  3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided;  Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections;  2 Quotes for each Favorite (to introduce and for final message)</p>

Day 7	<p>Midterm: 10 Minute Sustainable Speaking Midterm Fluency Check.  5-10 Free and Faster Speaking in 1st Language and in English.  Word Per Minute Calculations and Average for 1st Language and English.  Reflection and Comments related to activity, fluency balance, and goals over time.  *Keep up 10 Minute Sustainable Fluency Activity for Homework.  * Update 3 Favorites - 5 Questions and Answers for Project Favorite, Essay Favorite, and Presentation Favorite (Midterm Check next week - Class 8).  *Update Presentation Mind Map details.</p>
Day 8	<p>Midterm Check:  Bring all homework, graphs, Mind Maps: Everything;  Free and Faster Extensive Reading Fluency Comments (30)  Free and Faster 10 Minute Timed Writing in 1st Language AIM for 250 every week.  Free and Faster 10 Minute Timed Writing in English AIM for 250 every week.  Project Favorite 5 Questions and Answers - 3 Research Questions showing your favorite in creative/innovative ways + 2 personal stories related to favorite.  Essay Favorite - 5 Questions and Answers - 1 Research question + 1 Creative connection + 3 Personal opinion and/or experience related to favorite.  Presentation Favorite - 1 Research Question and answer + 1 Creative Connection + 3 Personal opinion/experience answered.  Self Introduction Mind Map with self portrait and 7 Main Points, 7 Zentangles.  Presentation Mind Map with image related to Favorite, 7 Main Points, 7 Zentangles.  6 Quotes - 2 for each favorite.  Introduction and Conclusion for Project, Essay and Presentation</p>
Day 9	<p>Work Shop - Aim for Project Favorite Deadline next week.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Project Favorite Summary for next week. Double Check 3 Research and Creative Connections for Project. Update 2 Personal connections.  HOMEWORK: Finish Typing Essay answers, introduction and conclusion according to Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>
Day 10	<p>Project Favorite Day - Groups of 6  Project Favorite Evaluation and Peer Feedback.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Essay answers, introduction and conclusion according to Rubric;  Print out Essay and bring to class next week;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Re-read Essay ? aim for complete Introduction and Conclusion.</p>
Day 11	<p>Essay Favorite - Groups of 4  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion ;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.</p>
Day 12	<p>Presentation Favorite - Random Groups of 3; Change Groups Two Times  Presentation Favorite 2 Times, Standing Up, in Self Selected Power Spot. Group Members are actively listening to Presenter. Presenter may use Presentation Mind Map as a guide to speaking. NO READING. Record/Video Presentations this day.  Listen to Presentations - choose the one that meets Presentation rubric/ criteria best and Evaluate. Aim for improvement next week.</p> <p>Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;  Update Presentation Mind Map with Introduction and Conclusion keywords &amp; answer details;  Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes</p>

Day 13	<p>2nd Chance Presentation Favorite - Groups of 4.  Record Presentation Today. Aim for self selecting Power Spot, Introduction and Conclusion improvement and increased fluency with 5 questions/answers. Assessment in groups with Rubric; Discussion with group members.  Listen and evaluate presentation for homework.  Hand in Assessments next class.  Continue timed homework; Recycle questions and answers, update details to 3 Favorites, Reflection on Project, Essay and Presentation experiences.  Increase Timed Speaking to 10 minutes ? include Introduction and Conclusion  Type Updated Essay Introduction, Conclusion and answers according to evaluation and Rubric;</p>
Day 14	<p>Essay Favorite: Last Chance - Groups of 4.  Actively reading updated essays; skimming and scanning introductions and conclusions for increased communication and improved fluency.  HOMEWORK: NEW! 1) GOALS?GOALS IN MIND MAP - 5 Main Points  2) Activity  Group Discussions and Evaluations.</p>
Day 15	<p>Final Class 10 Minute Sustainable Speaking Fluency - Final Data. Working in Groups of 5. (Sharing not reading!) all homework, graphs, Mind Maps with TA, Instructor and group members.  No homework, No graphs, No Comments, No Mind Maps = 58%.  Bring all homework, graphs, Mind Maps: Everything!!  For A: Free and Faster Reading Comments in 1st language - (50)  For A: Free and Faster 10 Minute Writing in 1st Language - 250 total.  For A: Free and Faster 10 Minute Writing in English - 250 Total  Double Check all Evaluations are handed-in: Project Favorite; Essay Favorite and Presentation Favorite.  HOMEWORK - Keep Up 5-10 Minute Speaking Fluency Practice; Record and Review Project, Essay and Presentation Favorites *Notice Increased Fluency*  Next Week is Final Speaking Fluency - Solo Recordings 5-10 minutes in 1st language and English.  Word Per Minute Calculations and Fluency Balance Check; Improvement over time since Midterm Check; 1st language and English quality of experience and reflection.  Double Check all Project, Essay and Essay Evaluation and Presentation Evaluation are handed in!!  Double Check with TA.  UPDATE: GOALS/GOAL IN Mind Map for next week.  Complete Activity Reflection and Evaluation for next week.</p>
Day 16	<p>Final 5-10 Minute Solo Speaking Fluency Data  Record 5-10 minutes of Free and Faster Speaking in 1st language and in English.  Listen and Calculate Words Per Minute (WPM). Calculate Average.  Consider Improvement over time since Midterm.  Consider Fluency Balance. Reflect on activity in 1st language and in English. Consider quality of experience. Aim for improved and /or continued fluency management over time.  Hand In Final Speaking Fluency Data.  Share GOALS/GOALS IN Mind Map with Instructor and group members.  Hand In Activity Reflection and Evaluations.</p>

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001039	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	dannyjl3@hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office			
担当教員TEL / Tel			
担当教員オフィスアワー / Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ / Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標 / Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 20% / Workbook: 40% / Final test: 40%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

第5回	My Neighborhood - Directions Part 2 - Weather
第6回	Music - Adventures - Time QUIZ 1
第7回	Movies - Entertainment
第8回	Free time - Sports - Going out
第9回	Nationalities -Ordering in restaurants
第10回	Shopping - Fashion
第11回	Money - Compliments - Quiz 2
第12回	Describing People - Personalities -
第13回	Dating -You and Romance - Perfect Partners
第14回	Around Town - Summer in the City Games
第15回	Review - Test guidelines
第16回	Final Test and hand in Workbook

学期 / Semester	2018年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/04/05 ~ 2018/07/27		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20180590001040	科目番号 / Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
授業科目名 / Subject	英語コミュニケーション (T3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟33 / RoomA-33		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before and after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to develop the English communication skills necessary to express one's ideas and opinions in English. Although the course focuses on oral communication, other skills such as reading, listening and writing are developed as well. In order to successfully form and express ideas, students must use all skills related to language to gather, process and transfer information. Students who take this course are expected to attend all classes, complete in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動   / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動   / Activities involving others to think from various perspectives C. 技能修得のために実践する活動   / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動   / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法   / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される   / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Sullivan, K & Beuckens, T. (2009), Impact Conversation 2, Pearson Longman.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Let's enjoy English conversation.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions - Class Overview
2回	Unit 1 Something Cool
3回	Unit 1 ? Something Cool (cont.)
4回	Unit 2 ? My Humble Abode
5回	Unit 2 ? My Humble Abode (cont.)
6回	Unit 3 ? Food Cravings
7回	Unit 3 ? Food Cravings (cont.)
8回	Unit 4 ? Who we Are
9回	Unit 4 ? Who we Are (cont.)
10回	Unit 5 ? Corporate Ladder
11回	Unit 5 ? Corporate Ladder (cont.)
12回	Unit 6 ? Another World
13回	Unit 6 ? Another World (cont.)
14回	Unit 7 ? Big Worry
15回	Unit 7 ? Big Worry (cont.)
16回	Final Exam