学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	金/Fri 4
	2017/04/06 ~ 2017/07/21		
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
	20170590001001	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	フレイク リー/Lee Flake		
授業担当教員名(科目責任者) /Professor in charge of the subject	フレイク リー/Lee Flake		
授業担当教員名(オムニバス科目等) /Professor(s)	フレイク リー/Lee Flake		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
対象年次 / Year	1, 2, 3, 4	講義形態/Class Form	演習/Seminar
教室/Class room	[教育]本館3F第33講義室/Room 3	3	
対象学生(クラス等) /Object Student			
担当教員Eメールアドレス/E-mail address	leehflake yahoo.com(メールを	送信する際は を®に置き換えて送信	言してください)
担当教員研究室/Laboratory			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	授業の前後		in and the in Frankish
授業の概要及び位置づけ/Course Outline and Objectives	language comprehension and com	vide students an opportunity to versation skills. Focus througho nce through English oral communi	ut this course will be
授業到達目標/Goal	Through class discussions, workbook and writing tasks, students will be able to enhance and further develop English communication skills and confidence necessary to converse with native speakers.		
授業方法(学習指導法)/Method	English language dialogs are based on daily conversation topics and modeled situations that students may encounter if traveling abroad. Students will be challenged to enhance their language skills. Tasks are designed to cater to visual and auditory learners. Collaborative and individual learning tasks promote a student-based method of instruction. Conversation topics and dialogs specifically relating to student life and daily life in		
授業内容/Class outline/Con	Nagasaki were created for this daily conversation.	Nagasaki were created for this course. Selected topics reflect common dialogs used in	
事前、事後学習の内容/Preparation & Review	Conversation "textbook and study the dialogs and key expressions in preparation for the final exam. Class attendance and participation is essential. Students are to complete daily quizzes and workbook tasks (15 weekly tasks in the semester). Term Paper is due by week 9.		
キーワード/Key word	Course material, conversation	dialogs, assignments, rubrics, c	yber classroom
教科書・教材・参考書/Textbook,Teaching material,and Reference book	U U U U U U U U U U U U U U U U U U U	ation" published by CreateSpace printed material will be made a	· · · · · · · · · · · · · · · · · · ·
成績評価の方法・基準等/Evaluation	Workbook Task & Student Self-Introduction (30%) Mid-Term Exam (Term Paper) (15%) Attendance & Participation (30%) Final Comprehensive Exam (25%)		
受講要件(履修条件)/Requirements	Students should have basic knowledge of English vocabulary and grammar		
アクセシビリティ/Accessibility	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)	classroom at the following URL	rubrics, and course details are : lake1/NagasakiUniversityEconomic	
学生へのメッセージ/Message for students	I look forward to meeting you	in class	
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		

1st	Class orientation and overview / Topic 1: Getting to Know You
2nd	Topic 2: University Life
3rd	Topic 3: Family
4th	Topic 4: Hobbies and Pastimes
5th	Topic 5: Habits
6th	Topic 6: Childhood Memories
7th	Topic 7: Food and Dining Out
8th	Topic 8: TV and Film / Mid Term Exam: Term Paper
9th	Topic 9: Shopping
10th	Topic 10: Home and Neighborhood
11th	Topic 11: Music
12th	Topic 12: Directions
13th	Topic 13: Telephone
14th	Topic 14: Money
15th	Topic 15: The World of Work
16th	Final Exam / Reflection Paper

学期/Semester	2017年度/Academic Year 前期 /First Semester	⁹ 曜日・校時 / Day・Period	火/Tue 2
開講期間/Class period	2017/04/06 ~ 2017/07/18		
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	20170590001002	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	FRITZ ROBINSON ENRIQUE/Fr	itz Robinson Enrique	
授業担当教員名(科目責任者) /Professor in charge of the subject	FRITZ ROBINSON ENRIQUE/Fr	itz Robinson Enrique	
授業担当教員名(オムニバス科目等) /Professor(s)	FRITZ ROBINSON ENRIQUE/Fr	itz Robinson Enrique	
科目分類/Class type	A科目群 外国語科目(既習) 職免許科目・その他	,外国語科目,A科目群 外国語科目	(英語),外国語科目,教
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) /Object Student			
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/Laboratory	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	Email me to make an appointme		
	information about themselves	scrapbook. This will be a folder (photos, pictures, postcards, tic	
授業の概要及び位置づけ/Course Outline and Objectives	The focus of every class is a As students already understar knowledge. So, the focus is o	to communicate in English. nd their own lives very well, this on practicing English and improvin	course does not teach new g fluency and accuracy.
		students will have a folder that erseas homestay etc) and practice	
	The goal of every student is	to:	
	- improve fluency		
授業到達目標/Goal	- build their confidence - work with different classme	ambere	
		, writing, speaking and reading	
	Students will be active in ev	very class. They have to ask and a	nswer questions with other
授業方法(学習指導法)/Method	class members and the teacher	5	
授業内容/Class outline/Con	The class will follow the Sci	raps textbook	
事前、事後学習の内容/Preparation & Review			
キーワード/Key word			
·	Scraps by Brian Cullen and Sa	arah Mulvey	
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Perceptia Press 9-784939-130847		
	25% Homework 25% Participation		
成績評価の方法・基準等/Evaluation	40% Final scrapbook (folder)		
	10% Super Eigo		
受講要件(履修条件)/Requirements	Students need to buy there ow	vn 20 page folder. Also need glue	and scissors.
アクセシビリティ/Accessibility	strives to remove societal ba provide reasonable accommodal or concerns regarding reasona feel free to talk to the inst Accessibility Office. Student Accessibility Office		ademic activities, and to . If you have any questions rt in this class, please
	(TEL) 095-819-2006 (FAX) 09	95-819-2948	
	(E-MAIL) support ml.nagasal	ti-u.ac.jp	
備考(URL)/Remarks(URL)			

授業計画詳細/Course Schedule		
回(日時)/Time(date and time)	授業内容/Contents	
11th April	Class 1: Communication 1 orientation	
18th April	Class 2 – introductions	
25th April	Class 3 – Unit 1 Hometown	
2nd May	Class 4 – Unit 1 Hometown	
9th May	Class 5 – Unit 2 Music	
16th May	Class 6 – Unit 2 Music	
23rd May	Class 7 – Unit 3 Books	
30th May	Class 8 – Unit 3 Books	
6th June	Class 9 - Communication II class example	
20th June	Class 10 – Unit 4 Family	
27th June	Class 11 – Unit 4 Family	
4th July	Class 12 – Unit 5 Travel	
11th July	Class 13 – Unit 5 Travel	
18th July	Class 14 - Unit 6 School	
1st August	Class 15 - Review	

学期/Semester	2017年度 / Academic Year 前期 (First Semantar	
	/First Semester Performed Performed	
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	20170590001003 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 outting together the course syllabus	TOM DESI FAYMIN/Tom Desi Faymin	
授業担当教員名(科目責任者) /Professor in charge of the subject	TOM DESI FAYMIN/Tom Desi Faymin	
受業担当教員名(オムニバス科目等) /Professor(s)	TOM DESI FAYMIN/Tom Desi Faymin	
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43 / RoomA-43	
対象学生(クラス等) /Object Student		
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/Laboratory	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	Friday 16:00-17:00, or by appointment	
授業の概要及び位置づけ/Course Outline and Objectives	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/Goal	Students will be able to study in an English environment and become interested in studying abroad.	
授業方法(学習指導法)/Method	Discussions, class assignments and textbook work.	
授業内容/Class outline/Con	Course Schedele	
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	Day D. Chaulas I. & Vamanaka I. (2012). Impact Laguas 2. Jana Kana Dasroon Lanaman	
material, and Reference book	Day, R., Shaules, J. & Yamanaka, J. (2013), Impact Issues 2, Hong Kong, Pearson Longman.	
成績評価の方法・基準等/Evaluation	Assignments 20% Participation 20% Quizzes 15% E-learning (2,000 miles) 10% Reading (3x10,000 words) 15% Final Exam 20%	
受講要件(履修条件)/Requirements	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	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)		
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.	

回(日時)/Time(date and time)	授業内容/Contents
1	Introductions and Expectations
2	First Impressions Part 1
3	First Impressions Part 2
4	Traffic Jam Part 1
5	Traffic Jam Part 2
6	Who Needs the Local Language Part 1
7	Who Needs the Local Language Part 2
8	Getting Ahead Part 1
9	Getting Ahead Part 2
10	Forever Single Part 1
11	Forever Single Part 2
12	What are Friends For? Part 1
13	What are Friends For? Part 2
14	What's for Dinner? Part 1
15	What's for Dinner? Part 2
16	Final Exam

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火/Tue 2
	/First Semester 2017/04/06~2017/07/18	•	
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	20170590001004	科目番号/Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
	英語コミュニケーション (E(ダ	乓3))/English Communication	
編集担当教員/Professor in charge of putting together the course syllabus	Raymond Stubbe/Raymond Stubbe	,	
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe		
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目 	(英語),外国語科目, 教
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) /Object Student			
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp		
担当教員研究室/Laboratory	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 Outline and Objectives	English vocabulary, and to fur	ove basic communication skills, ther develop students` confidence	e when speaking English.
授業到達目標/Goal	communication abilities.	ents should have improved both th	
授業方法(学習指導法)/Method	In-class listening activities, vocabulary for homework.	speaking in pairs, memorizing c	onversations. Studying
授業内容/Class outline/Con			
事前、事後学習の内容/Preparation & Review	Class material and new vocabul	ary should be reviewed daily.	
キーワード/Key word	-	rizing, transferring information	
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-65-0		
成績評価の方法・基準等/Evaluation	Attendance and Participation: 30%, Vocabulary 20%, Midterm: 10%, Finals: 30%, Super Eigo (e-learning) 10%		
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	strives to remove societal bar provide reasonable accommodati or concerns regarding reasonab	819-2948	ademic activities, and to . If you have any questions rt in this class, please
備考(URL)/Remarks(URL)			
学生へのメッセージ/Message for students	Gambatte		
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
1回	Course introduction, self-intr	oduction, and textbook overview.	
2回	Unit O: Classroom English		
3回	Unit O: Classroom English		
4回	Unit 1: Discussing Likes and D	islikes	
5回	Unit 1: Discussing Likes and D	islikes	
6回	Unit 2: Money & Prices		
7回	Unit 2: Money & Prices		
8回	Mid-term		
9回	Unit 3: Describing Family		

10回	Unit 3: Describing Family
11回	Unit 4: Talking about things you did
12回	Unit 4: Talking about things you did
13回	Review Units 1-4
14回	Textbook Final
15回	Vocabulary review
16回	Vocabulary final

開講期間 / Class period2017/04必修選択 / Required/Elective class必修 / r時間割コード / Time schedule code2017/05科目ナンパリングコード / Numbering CodeGEEN 11授業科目名 / Subject英語:編集担当教員 / Professor in charge of putting together the course syllabusFRITZ授業担当教員名(科目責任者) / Professor in charge of the subjectFRITZ授業担当教員名(オムニパス科目等) / Professor(s)FRITZ科目う類 / Class typeA科目目 職免許和対象学生(クラス等) / Object Student超当教員研究室/Laboratory超当教員研究室/Laboratory経済学語担当教員オフィスアワー/Office hoursEmail m Student授業の概要及び位置づけ/Course Outline and Object ivesThe foc As studend授業対達目標/Goal- impro- sorrapic授業方法(学習指導法)/MethodClass mode Student現業教科・参考書/Textbook, Teaching material, and Reference bookScraps Percept取得評価の方法・基準等/Evaluation25% Hon 25% Sel 40% Fur成績評価の方法・基準等/Evaluation25% Hon 25% Sel 40% Fur	ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit 第 外国語科目(既習), 斗目・その他 , 4 写A棟41/RoomA-41	z Robinson Enrique	火/Tue 1 1.0/1.0/1.0 05900010
必修選択 / Required/Elective class 必修 / r 時間割コード/Time schedule code 2017055 科目ナンパリングコード / Numbering Code GEEN 11 授業科目名 / Subject 英語: 編集担当教員 / Professor in charge of putting together the course syllabus FRITZ 授業担当教員名 (科目責任者) / Professor in charge of the subject FRITZ 授業担当教員名 (オムニバス科目等) / Professor(s) FRITZ 科目分類 / Class type A科目目 職免許有 対象年次 / Year 1, 2, 3 教室 / Class room 教養教育 対象学生 (クラス等) / Object Student Email m 担当教員研究室/Laboratory 経済学室 担当教員オフィスアワー/Office hours Email m 「from Student 近当教員オフィスアワー/Office hours Email m 授業の概要及び位置づけ/Course Outline and Objectives As stuc knowled 授業力達目標/Goal The goa 授業方法 (学習指導法)/Method Student 支援大会 Outline/Con The class more 事前、事後学習の内容/Preparation & Review Frecept キーワード/Key word Strass Percept 教科書・教材・参考書/Textbook, Teaching material, and Reference book Student 9-78432 成績評価の方法・基準等/Evaluation 25% Hon 25% Sei 40% Fit QCi講評価の方法・基準等/Evaluation Stu	equired 0001005 162_032 コミュニケーション (E(ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit 第 外国語科目(既習), 斗目・その他 , 4 写A棟41/RoomA-41	(general/admission/overseas) 科目番号 / Subject code 英4)) / English Communication zz Robinson Enrique	1.0/1.0/1.0
時間割コード/Time schedule code2017055科目ナンバリングコード/Numbering CodeGEEN 11授業科目名/Subject英語:編集担当教員/Professor in charge of putting together the course syllabusFRITZ授業担当教員名(科目責任者) /Professor in charge of the subjectFRITZ授業担当教員名(オムニバス科目等) /Professor(s)FRITZ科目方類/Class typeA和目目 職免許材対象年次/Year1, 2, 3教室/Class room教養教育 対象年次/Year対象年次/Year1, 2, 3対象年次/Yearがらうたい担当教員モンールアドレス/E-mail addressrob-fri 担当教員オフィスアワー/Office hours提当教員TEL/TelEmail In formation担当教員オフィスアワー/Office hoursEmail In formation授業の概要及び位置づけ/Course Outline and Object ivesAt the themsel授業到達目標/Goal- impro- build - work - praction & Review授業方法(学習指導法)/MethodStudent class m 9-7843授業内容/Class outline/ConThe class Percept事前、事後学習の内容/Preparation & ReviewFride - 10% Filt - 75% Sel - 7543成績評価の方法・基準等/Evaluation25% Hon 25% Sel - 75%	0001005 162_032 コミュニケーション (E(引 ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit 洋 外国語科目(既習), 斗目・その他 , 4	科目番号 / Subject code 英4)) / English Communication zz Robinson Enrique	05900010
科目ナンパリングコード/Numbering Code GEEN 11 授業科目名/Subject 英語: 編集担当教員/Professor in charge of putting together the course syllabus FRITZ 授業担当教員名(科目責任者) /Professor in charge of the subject FRITZ 授業担当教員名(オムニバス科目等) /Professor(s) FRITZ 科目力類/Class type A科目積 職免許利 対象年次/Year 1, 2, 3 教室/Class room 教養教育 対象年次/Year 1, 2, 3 教室/Class room 教養教育 対象学生(クラス等)/Object Student Email m 担当教員研究室/Laboratory 経済学経 担当教員オフィスアワー/Office hours Email m 授業の概要及び位置づけ/Course Outline and Objectives As student informa 授業力法(学習指導法)/Method The goa 授業方法(学習指導法)/Method Student class m 授業内容/Class outline/Con The cla 事前、事後学習の内容/Preparation & Review * キーワード/Key word Scraps Percept 教科書・教材・参考書/Textbook, Teaching material, and Reference book Scraps Percept 成績評価の方法・基準等/Evaluation 25% Hon 25% Sel 40% Fit QS Student class fit 25% Hon 25% Sel 40% Fit	162_032 コミュニケーション (E(ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit ROBINSON ENRIQUE/Frit 第 外国語科目(既習), 斗目・その他 , 4 写A棟41/RoomA-41	英4))/English Communication zz Robinson Enrique zz Robinson Enrique	
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アクセシビリティ/Accessibility Accessi Student (TEL)	to remove societal bar reasonable accommodati erns regarding reasonab	5-819-2948	ademic activities, and to . If you have any questions rt in this class, please
備考(URL)/Remarks(URL)	ee to talk to the instr bility Office. Accessibility Office of 095-819-2006 (FAX) 095 L) support ml.nagasaki		
学生へのメッセージ/Message for students	bility Office. Accessibility Office of 095-819-2006 (FAX) 095		
	bility Office. Accessibility Office of 095-819-2006 (FAX) 095		

回(日時)/Time(date and time)	授業内容/Contents
11th April	Class 1: Communication 1 orientation
18th April	Class 2: Introductions
25th April	Class 3: Unit 1 – Hometown
2nd May	Class 4 – Unit 1 – Hometown
9th May	Class 5 – Unit 2 – Music
16th May	Class 6 – Unit 3 – Books
23rd May	Class 7 – Unit 3 – Books
30th May	Class 8 – Unit 4 – Family
6th June	Class 9 – Unit 4 – Family
20th June	Class 10 – Communication II example class
27th June	Class 11 – Unit 5 – Travel
4th July	Class 12 – Unit 5 – Travel
11th July	Class 13 – Unit 6 – School
18th July	Class 14 - Unit 6 School
1st August	Class 15 - Review

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	火/Tue 1
	2017/04/06 ~ 2017/07/18		
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
	20170590001006	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	TOM DESI FAYMIN/Tom Desi Fay	ymin	
授業担当教員名(科目責任者) /Professor in charge of the subject	TOM DESI FAYMIN/Tom Desi Fay	ymin	
授業担当教員名(オムニバス科目等) /Professor(s)	TOM DESI FAYMIN/Tom Desi Fay		
科目分類/Class type	A科目群 外国語科目(既習), : 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教 教
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43 / RoomA-43		
対象学生(クラス等) /Object Student			
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®に置き換えて迫	信してください)
担当教員研究室/Laboratory	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	Friday 16:00–17:00, or by appo		
授業の概要及び位置づけ/Course Outline and Objectives	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/Goal		in an English environment and be	ecome interested in
	Discussions, class assignments	and textbook work.	
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事前、事後学習の内容/Preparation & Review			
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material, and Reference book	Day, R., Shaures, J. & famanaka	a, J. (2013), Impact Issues 2, He	ong Kong, Pearson Longman.
成績評価の方法・基準等/Evaluation	Assignments 20% Participation 20% Quizzes 15% E-learning (2,000 miles) 10% Reading (3x10,000 words) 15% Final Exam 20%		
受講要件(履修条件)/Requirements	Students are expected to attend personal reasons as determined lost for absences of any reason withdraw from the course. You r	d all classes and will be excused by the instructor. However, par n. Students who have 5 unexcused must send the teacher an email wh missed. If you do not tell the to ill be counted as unexcused.	ticipation points will be absences will be asked to nenever you miss class, so
アクセシビリティ/Accessibility	In order to ensure equal educations strives to remove societal barrisprovide reasonable accommodation or concerns regarding reasonab feel free to talk to the instru- Accessibility Office. Student Accessibility Office co	tional opportunities for all stud riers that may interfere with ac- ons as necessary and appropriate le accommodations or other suppo- uctor (contact information above pontact information	ademic activities, and to . If you have any questions rt in this class, please
	(TEL)095-819-2006 (FAX)095- (E-MAIL)support ml.nagasaki		
備考(URL)/Remarks(URL)			
備考(URL)/Remarks(URL) 学生へのメッセージ/Message for students		-u.ac.jp	

回(日時)/Time(date and time)	授業内容/Contents
1	Introductions and Expectations
2	First Impressions Part 1
3	First Impressions Part 2
4	Traffic Jam Part 1
5	Traffic Jam Part 2
6	Who Needs the Local Language Part 1
7	Who Needs the Local Language Part 2
8	Getting Ahead Part 1
9	Getting Ahead Part 2
10	Forever Single Part 1
11	Forever Single Part 2
12	What are Friends For? Part 1
13	What are Friends For? Part 2
14	What's for Dinner? Part 1
15	What's for Dinner? Part 2
16	Final Exam

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火/Tue 1
用講期間/Class period	/First Semester 2017/04/06~2017/07/18	,	
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
	20170590001007	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	乓6))/English Communication	
編集担当教員/Professor in charge of putting together the course syllabus	ルヴィエール/Dani- Ruvuiera		
授業担当教員名(科目責任者) /Professor in charge of the subject	ルヴィエール/Dani- Ruvuiera		
授業担当教員名(オムニバス科目等) /Professor(s)	ルヴィエール/Dani- Ruvuiera		
科目分類 / Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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) /Object Student			
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/Laboratory			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	金曜 4 - 4:30		
授業の概要及び位置づけ/Course Outline and Objectives	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Goal	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
授業方法(学習指導法)/Method	During class students will spend as much time as possible speaking in English. Students will work in pairs and in groups using English in a variety of situations. Active participation is central to the success of the class.		
授業内容/Class outline/Con	<pre>"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 "</pre>		
事前、事後学習の内容/Preparation & Review			
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		
成績評価の方法・基準等/Evaluation	E-learning: Super Eigo 10% / Quizzes: 20% / Workbook: 30% / Final test: 40%		
受講要件(履修条件)/Requirements	-		
アクセシビリティ/Accessibility	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)		· ····) F	

学生へのメッセージ/Message for students

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	水/Wed 3	
開講期間/Class period	/First Semester 2017/04/06~2017/07/26			
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	
	20170590001008	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	BEH SIEWKEE / Shuki Bee			
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE/Shuki Bee			
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE / Shuki Bee			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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11 / RoomA-11			
対象学生(クラス等) /Object Student	全学			
担当教員Eメールアドレス/E-mail address	skbeh nagasaki-u.ac.jp(メール	レを送信する際は を@に置き換えて	送信してください)	
担当教員研究室/Laboratory	言語教育研究センター(111号室)			
担当教員TEL/Tel	819-2381			
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 			
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students' communication skills. Each class provides students with the opportunity to learn words, phrases and dialogues that are related to the topics.			
授業到達目標/Goal	By the end of the course, studideas and feelings.	ents should be able to use Engli	sh for expressing their own	
授業方法(学習指導法)/Method	Students will have the opportunity to interact and communicate with each other by completing tasks given in the class.			
授業内容/Class outline/Con	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.			
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15-30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.			
キーワード/Key word	Active Learning, Task-based Teaching and Learning and Cross-cultural Understanding			
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)			
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 50% Final Presentation 30%			
受講要件(履修条件)/Requirements	1.毎回、テキストとノートを持参すること			
アクセシビリティ/Accessibility	2.英英辞典を準備すること (携帯電話不可) 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	Practice makes perfect!			
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 1 & Unit 2			
第3回	Unit 2 & Unit 3			
第4回	Unit 3 & Unit 4			
第5回	Unit 4 & Unit 5			
第6回	Unit 5 & Unit 6			
第7回	Unit 6 & Unit 7			

	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	月/Mon 1	
	2017/04/06 ~ 2017/07/24			
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	20170590001009	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	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL		
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL		
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-		
科目分類/Class type	職免許科目・その他	外国語科目, A 科目群 外国語科目 		
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) /Object Student				
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp(メーノ	レを送信する際は を®に置き換えて	送信してください)	
担当教員研究室/Laboratory	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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. At the end of the class students will have one to and evaluated. 			
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open- divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 			

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
受講要件(履修条件)/Requirements	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	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	月/Mon 1
	2017/04/06 ~ 2017/07/24		
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	20170590001010	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	ルヴィエール / Dani- Ruvuiera		
授業担当教員名(科目責任者) /Professor in charge of the subject	ルヴィエール / Dani- Ruvuiera		
授業担当教員名(オムニバス科目等) /Professor(s)	ルヴィエール/Dani- Ruvuiera		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目,教
	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) /Object Student			
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	 置き換えて送信してください)	
担当教員研究室/Laboratory			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	金曜 4 - 4:30		
授業の概要及び位置づけ/Course Outline and Objectives	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Goal	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
授業方法(学習指導法)/Method	During class students will spend as much time as possible speaking in English. Students will work in pairs and in groups using English in a variety of situations. Active participation is central to the success of the class.		
授業内容/Class outline/Con	<pre>"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 "</pre>		
事前、事後学習の内容/Preparation & Review			
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		
成績評価の方法・基準等/Evaluation	Quizzes: 20% / Workbook: 40% /	rmai test. 40%	
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	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	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.

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日日ナンパリングコード / Numbering Code SEM 1162 202 SEM 1162 SEM 1162 202 SEM 1162 SEM 116	必修選択/Required/Elective class	必修 / required		1.0/1.0/1.0
夏素科目名 / Subject 英語コミュニケーション (01) / English Comunication 健素科当教員 / Professor in oharge of puting together the course syliabus ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject ATZWA BRIEN ROBERT / DATZWA BRIEN ROBERT Yerofessor in oharge of the subject The oharge of the subject Yerofessor in contract State St	時間割コード/Time schedule code	20170590001011	科目番号/Subject code	05900010
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Professor in charge of the subject DNLDWINDER NOEKY / DNLDWINDER NOEKY / DNLDWINDER NOEKY / PARENT 提提担当教育名(オムニ//ス科目等) DATZUMI BRIEN ROEKY / DATZUMI BRIEN ROEKY / DATZUMI BRIEN ROEKY / PARENT Professor(5) A Faller / MaisAFIE (RE2) , // BESHE, A FALLER / MAISAFIE (RE2) , // BAISAFIE (RE2) , // B	編集担当教員/Professor in charge of putting together the course syllabus	DATZMAN BRIEN ROBERT⁄DATZMAN	BRIEN ROBERT	
Protessor(s) Class inter Neeki / Putakin and in Nuckeli 料目分類 / Class type A 利日香 外面採科目、その他 東京が目し、その他 対象年次 / Year 1, 2, 3, 4 講義形態 / Class Form 東宮 / Saminar 数象年次 / Year 1, 2, 3, 4 講義形態 / Class Form 東宮 / Saminar 数字 / Class room がきたんどな字部 アドロークの他 東宮 / Saminar 型当数長見メールアドレス/E-mail address Prien-datzman negasaki-u.ac.jp (メールアビーノルを送信する際は を4に重き換えて送信してください) 型当数長見ズールアビーノ/IF にんはののはまた Stores Stores 型当数数目文 / スアワー/Office hours Before and after class and by appointment. 授業の構築スび位置づけ / Course Outline and The educational targets are to increase students' general English comunication skills and to help then develop the skills necessary to manage real-world intercultural education interver skills necessary to manage real-world intercultural councer and (3) to give students the tools to be able to tak about and share aspects of their on coll the sills pool interes. 提案の構築ス(Lass outline / Con This course will be taught using various nethods including lectures. Listening exercise in all address 提案内容/Class outline/Con This course will be taught using various nethods including outlist intercois took, which employs a Tak-Bead Approach (Tak) to language instruction. 提案内容/Class outline/Con This course will be taught using various nethods including outlist. 提案内容	授業担当教員名(科目責任者) /Professor in charge of the subject	DATZMAN BRIEN ROBERT⁄DATZMAN	BRIEN ROBERT	
Her Jan / Orlass (type) 現空折目 - その他 教家年次/Year 1.2.3.4 講義形務 / Class Form 深習 / Seminar 教室 / Class room 教育教育人校会示 3.2.3.4 講義形務 / Class Form 深習 / Seminar 教室 / Class room 教育大社会学部 All (1) All (1) All (1) All (1) 教育大人になったり / Object Student 多文化社会学部 All (1) All (1) All (1) 知当教員下メールアドレス/E-mail address Drien-datram nagasaki-u.a.c. jp (メールアレー/Office hours Before and after class and by appointment. 開業の修要なび違うけ/Course Outline and Before and after class and by appointment. The educational targets are to increase students' general English comunication skills and to be to the the outline and (1) to help students develop the indicational targets are to increase students' general-world intercoultural encounter and (3) to give students the tools to be able to talk about and share aspects of their on outline with poople interestion lagan. The income the poople interestion lagan. 提案方法 (学習指導法) //lethod This course will be taught using various methods including lectures, listening sectors of the course book, and ice aspects of the in appoint intertors. This course will be taught using various methods including lectures. Stall Task All (3) a Planning Phase (5) Listening Task. (3) a Planning Phase will focus an a unit from the outline and the optication targets and in popointimet. 提案方容/Lass outline/	授業担当教員名(オムニバス科目等) /Professor(s)	DATZMAN BRIEN ROBERT⁄DATZMAN	BRIEN ROBERT	
対象年次 / Year 1, 2, 3, 4 講影形態 / Class Form 漢目 / Seminar 教育文 / Class room 教育教育##23 / Rook-23 数学生(-クラス等) / Object Student 多 次化注合学部 D*ien-datzman .negasaki-u.ac.jp (メールを注信する際は を4に貫き換えて送信してください) 理当教育Eメールアドレス/E-mail address D*ien-datzman .negasaki-u.ac.jp (メールを送信する際は を4に貫き換えて送信してください) 理当教育可クスフワワー/Office hours Before and after class and by appointment. The ducational targets are to increase students' general English comunication skills moto high the develop the skills necessary to manage real-world intercultural encounters. The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, itsening, reading, and writing, (2) to increase and to help the develop the skills necessary to manage real-world intercultural encounters. The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, itsening, reading, and writing, (2) to increase and to help the develop the sign space in the sace-moled in accounter accounters. The aims of this course with people interseted in Japan. This course with head (5) Listening areas four full develop the sace involved in the course book, which englops a Task-Based Parceh (T&) to language instruction. Students will also be exposed to global issues fourd in popular edia outlets. Each class will clover one of the tark-base four into popular edia outlets. Each class will clover one of the tark-base four into popular edia outlets. Each class will also be exposed to global issues four into popular edia outlets. Each class will also be exposed to global issues four into popular edia outlets. Each class will also be exposed to global issues four into popular edia outlets. Each class will also be exposed to global issues four into popular edia outlets. Each class will also be exposed to global issues four into popular edia outlets. Each class will also be exposed to global issues four into sonk, (3) a Pinning Phase Task. Based Learning, Cultural Divers	科目分類/Class type		外国語科目,A科目群 外国語科目	(英語),外国語科目,教
対象学生(クラス等) /0bject Student 超当教員UX-DUTFUZ/E-mail address Drien-datzman nagasaki-u.ac.jp (メールを送信する際は を3に重き換えて送信してください) 知当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究道/Laboratory 超当教員研究/Cass outline four skills accessing send of the issues involved in cross-cultural encounters. The aims of this course are: (1) to help students develop the skills necessary to manage real-world intercultural encounters. The aims of this course are: (1) to help students develop the skills necessary to manage real-world intercultural encounters. The aims of this course are: (1) to help students develop the skills necessary to nculture with people intersets din Japan ing CS, group-work, and discussions. Each leason, the class will focus an autif from the course bock, mill cere tranget using various methods inscluding lectures. I istering reaver (1) Each class will cover one of the tesh-based units in the course book is shown below) at ing CS, group-work, and discussions. Each leason, the class will focus on a unit from the class will cover one of the tesh-based units in the course book is shown below) at ing CS, group-work, and discussions. Each leason will from the course book aping Exercise and Exercise and Exercise and Exercise and Exercise and Exercise and CT) a Por- Task-Based Learning. Cultural Diversity, Kyushu Welcone to Kyushu, Japan Welcone to Kyushu, Japan Welcone to Kyushu, Japan Welcone to Kyushu, Japan Welcone to Ryushu, Japan Welcone to Kyushu, Japan Welcone to show and eactive participation are necessary for students in this class, and to provide reasonable accomodations of near servers aperstation. 20 %, Final Exan 30 % Consistent attendance and active participation are necessary for adporphiles. If you have any questifor in this class class and expla	対象年次 / Year		講義形態/Class Form	演習/Seminar
担当教員にメールアドレス/E-mail address priem-datzman negasaki-u.ac.jp (メールを送信する際は をEに置き換えて送信してください) 担当教員研究室/Laboratory 119-2943 型当教員でに/Tel 819-2943 漫学の概要及び位置づけ/Course Outline and Objectives Safora and after class and by appointment. 提案の概要及び位置づけ/Course Outline and Objectives The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to nanage real-world interoultural encounters. 提案到達目標/Goal The airs 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' avareness concerning some of the issues involved in cross-cultural encounter and (3) to give students the tools to be able to talk about and share aspects of their onc culture with people interseted in Japan. 授業方法(学習指導法)/Wethod This course will be taught using various methods including lectures, listening reads will include the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the following steps; (1) a Pr-Task, (2) a tkin fask, (3) a Planami end the inord steps step for a Pro-Task, (2) a tkin fask, (3) a Planami end the inord steps step for a Pro-Task, (2) a tkin fask, (3) a Planami end the inord steps steps, (1) a Pro-Task, (2) a tkin fask, (3) a Planami end the inord steps steps, (1	教室/Class room	教養教育A棟23 / RoomA-23		
Paintage CA-DUP INCARENT and the address Paintage CA-DUP INCARENT and the address of the add	対象学生(クラス等) /Object Student	多文化社会学部		
担当教員TEL/Tel 819-2943 担当教員オフィスアワー/Office hours Defore and after class and by appointment. 提業の概要及び位置づけ/Course Outline and bolectives The educational targets are to increase students' general English communication skills encounters. With the students develop the skills necessary to manage real-world intercultural encounters. 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 including lectures, listening exercises using CDs, group-work, and discussions. Each lesses including lectures, listening exercise using CDs, group-work, and discussions. Each lesses including lectures, listening exercise using CDs, group-work, and discussions. Each lesses including lectures, listening exercise using CDs, group-work, and discussions. Each lesses including lectures, listening Phase (4) a Report Phase, (5) Listening Tasks, (6) Language Analysis Activities, and (7) a Pre- Task. Nore in-depth descriptions and explanations of thes astwom steps are provided in the introductory part of students' course books. ###: #J# * ###?Fxtbook, Teaching material, and Reference book rdmared Participation: 50 %, Mid-tern Examination/Presentation: 20 %, Final Exam 30 % @gmager (aide%(t) /Requirements Yesses and Participation: 50 %, Mid-tern Examination/Presentation: 20 %, Final Exam 30 % @dmager ding reasonable accommodations or orber support in this class. In order to ensure equal educational opportunities for all students, Negaski Universit, strokes to recove sociatel barriers that may interfere with acadesic activities, and to roconcerns regarding reasonable accommodati	担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.j	p(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)
担当教員オフィスアワー/Office hours Before and after class and by appointment. 伊澤の概要及び位置づけ/Course Outline and Objectives The educational targets are to increase students' general English communication skills and to heip the develop the skills necessary to manage real-world intercultural and to heip the develop the skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-outlural encounters. 授業功達目標/Goal The alias 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-outlural encounter and (3) to give students the tools to be able to talk about and share aspects of their on culture with people interested in Japan. This course will be taught using various methods including lectures, listening exercise using CCS, group-work, and discussions. Each lesson, the class will focus on a unit fro the course book, which employs a Task-Based Approach (TBA) to language instruction. Students will also be explead tions in the course book (as shown below) an will include the following steps: (1) a Pro-Task, (2) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Task, (6) Language Analysis Activities, and (7) a Pos -Task. Nore in-depth descriptions and explanations of thes serven steps are provided in the introductory part of students' course books. ### F/Key word Task-Based Learning, Cultural Diversity, Kyushu Walcome to Kyushu, Japan Written by Pine Curone and Siewke Beh, and published by Shohakusha, 2014. ####@mofik: 4 #### / Evaluation	担当教員研究室/Laboratory			
接業の概要及び位置づけ/Course Outline and Dhe phene develop the skills necessary to manage real-world intercultural encounters. The aims of this course are: (1) to help students develop their English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters. 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' assesses involved in cross-cultural encounters and (3) to give students the tools to be able to talk about and share aspects of their sease involved in cross-cultural encounters and (3) to give students the tools to be able to talk about and share aspects of their on culture with people interested in Japan. This course bock, which enploys a Task-Based Approach (TBA) to language instruction. Students will also be exposed to global issues found in popular media outlets. Each class will cover one of the tasks, (6) Language Analysis Activities, and (7) a Per-Task. More in-depth descriptions and explanations of these seven steps are provided in the introductory part of students' course books. ####################################	担当教員TEL/Tel	819-2943		
加速などの世ョウバルのいまたの and to help them develop the skills necessary to manage real-world intercultural encounters. 加速などの世ョウバルのいまたの 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 ' marreness concerning some of the issues involved in cross-cultural encounter and (3) to give students the tools to be able to talk about and share aspects of their on culture with people interested in Japan. <i>This course will be taught using various</i> methods including lectures, listening exercises using COS, group-work, and discussions. Each lesson, the class will focus on a unit fro the course book, which employs a Task-Based Approach (TBA) to language instruction. <i>By structures</i> (1) a provide the tollowing steps: (1) a Pre-Task. (2) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Task, (6) Listening exercise will include the following steps: (1) a Pre-Task. (2) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Task, (6) Listening experiments and explanations of these seven steps are provided in the introductory part of students ' course books. キ -ワード/Key word task-Based Learning . Cultural Diversity, Kyushu t -task. Nore in-depth descriptions and explanations of these seven steps are provided in the introductory part of students ' course books. b -task b -tore and Sinekee Beh, and published by Shohakusha, 2014. r -task they appropriate in the prove societal barriers that may interfore with acadenic activities, and to <i>s</i> -tore to tensure equal educational opportunities for all students. Negasaki Un	担当教員オフィスアワー/Office hours	Before and after class and by	appointment.	
提業到達目標/Coal levels in the four skills of speaking, 'istening, reading, and writing, (2) to increase 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. 授業方法(学習指導法)/Nethod This course will be taught using various methods including lectures, listening exercises using CDs, group-work, and discussions. Each lesson, the class will focus on a unit from the course book, which employs a Task-Based Approach (TBA) to language instruction. 提案内容/Class outline/Con Each class will course not of the task-based units in the course book (as shown below) at will include the following steps: (1) a Pre-Task, (2) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) a Main Task, (3) a Planning Phase (4) a Report Phase Appreachase a Provide Tasks, (6) Listening Tasks, (6) a Mai	授業の概要及び位置づけ/Course Outline and Objectives	and to help them develop the s encounters.	kills necessary to manage real-w	orld intercultural
提案方法(学習指導法)/Wethod 提案方法(学習指導法)/Wethod 提案内容/Class outline/Con 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 Welcome to Kyushu, Japan Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014. Attendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 30 % 安講要件(履修条件)/Requirements In order to ensure equal educational poportunities for all students, Nagasaki University strive to renove societal barriers that may interfere with academic activities, and iscusses plasa In order to ensure equal educational poportunities for all students, Nagasaki University strive to renove societal barriers that may interfere with academic activities, and iscusses plasa (E-IRE) 096-819-2006 (FAX) 095-819-2048 (E-MALL) /Remarks(URL) 学生へのメッセージ/Message for students 提案内容/Contents 授業内容/Contents	授業到達目標/Goal	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		
提案内容/Class outline/Con will include the following steps: (1) a Pre-Task. (2) a Main Task. (3) a Planning Phase (4) a Report Phase, (5) Listening Tasks, (6) Language Analysis Activities, and (7) a Post-Task. More in-depth descriptions and explanations of these seven steps are provided in the introductory part of students' course books. 事前、事後学習の内容/Preparation & Review Task-Based Learning, Cultural Diversity, Kyushu 教科書・教材・参考書/Textbook, Teaching material, and Reference book Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014. 成績評価の方法・基準等/Evaluation Attendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 30 % 受講要件(履修条件)/Requirements Consistent attendance and active participation are necessary for students to have success in this class. アクセシビリティ/Accessibility In order to ensure equal educational opportunities for all students, Nagasaki University Student Accessibility Office. ゲロレー/Remarks(URL) Earning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業計画詳細 / Course Schedule Im Cleft / Time(date and time)	授業方法(学習指導法)/Method	using CDs, group-work, and discussions. Each lesson, the class will focus on a unit from the course book, which employs a Task-Based Approach (TBA) to language instruction. Students will also be exposed to global issues found in popular media outlets.		
事前、事後学習の内容/Preparation & Review Task-Based Learning, Cultural Diversity, Kyushu キーワード/Key word Task-Based Learning, Cultural Diversity, Kyushu Material, and Reference book Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014. Rd鎮評価の方法・基準等/Evaluation Nitendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 30 % 受講要件(履修条件)/Requirements Consistent attendance and active participation are necessary for students to have success in this class. 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 or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. アクセシビリティ/Accessibility Student Accessibility Office 備考(URL)/Remarks(URL) Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業計画詳細 / Course Schedule Pg業内容 / Contents	授業内容/Class outline/Con	will include the following steps: (1) a Pre-Task, (2) a Main Task, (3) a Planning Phase, (4) a Report Phase, (5) Listening Tasks, (6) Language Analysis Activities, and (7) a Post -Task. More in-depth descriptions and explanations of these seven steps are provided in		
 教科書・教材・参考書/Textbook,Teaching material, and Reference book 成績評価の方法・基準等/Evaluation 受講要件(履修条件)/Requirements Consistent attendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 30 % Consistent attendance and active participation are necessary for students to have success in this class. 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 question 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 Office Office Contact information (TEL) 095-819-2046 (E-MAIL) support ml.nagasaki-u.ac.jp 備考(URL)/Remarks(URL) Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業内容/Contents 	事前、事後学習の内容/Preparation & Review			
 教科書・教材・参考書/Textbook,Teaching material, and Reference book 成績評価の方法・基準等/Evaluation 受講要件(履修条件)/Requirements Consistent attendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 30 % Consistent attendance and active participation are necessary for students to have success in this class. 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 question 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 Office Office Contact information (TEL) 095-819-2046 (E-MAIL) support ml.nagasaki-u.ac.jp 備考(URL)/Remarks(URL) Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業内容/Contents 	キーワード/Key word	Task-Based Learning, Cultural	Diversity, Kyushu	
成績評価の方法・基準等/Evaluation Attendance and Participation: 50 %, Mid-term Examination/Presentation: 20 %, Final Exam 受講要件(履修条件)/Requirements Consistent attendance and active participation are necessary for students to have succes 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 アクセシビリティ/Accessibility In order to ensure equal educations as necessary and appropriate. If you have any question 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 0ffice. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp 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. very much look forward to embarking on this wonderful journey with you! 授業計画詳細 / Course Schedule [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] [] []	教科書・教材・参考書/Textbook,Teaching			
加強計画の方法・基準等/EValuation 30 % 受講要件(履修条件)/Requirements Consistent attendance and active participation are necessary for students to have succes in this class. 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 question 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) Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業計画詳細 / Course Schedule [2] 回(日時)/Time(date and time) [2]		Attendance and Participation	ewkee Ben, and published by Shoh 50 %. Mid-term Examination/Prese	акusna, 2014. ntation: 20 %. Final Exam
文調委件(履修条件)/Requirements in this class. in this class. 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 question 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. アクセシビリティ/Accessibility Student Accessibility Office contact information (TEL) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp 備考(URL)/Remarks(URL) Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業計画詳細 / Course Schedule 授業内容 / Contents		30 %		
オンロージ/Message for students Learning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! フクロシノージ/Message for students 授業内容/Contents	受講要件(履修条件)/Requirements		ve participation are necessary f	or students to have success
学生へのメッセージ/Message for students 操業計画詳細 / Course Schedule 回(日時) / Time(date and time) とearning a language can be one of the most exhilarating experiences a person can have. very much look forward to embarking on this wonderful journey with you! 授業内容 / Contents	アクセシビリティ/Accessibility	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		
マキュイのスタゼータ/Wessage for students 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	備考(URL)/Remarks(URL)			
授業計画詳細 / Course Schedule 授業内容 / Contents	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		
	授業計画詳細/Course Schedule	Tvery much rook forward to emba	TKING ON THIS WONDERTUI JOURNEY	with you:
第1回 Course Introduction, Unit 1: Self-introductions and Textbook Overview	回(日時)/Time(date and time)	授業内容 / Contents		
	第1回	Course Introduction, Unit 1: S	elf-introductions and Textbook 0	verview

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	Jnit 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	2017年度 / Academic Year 前期 曜	日・校時 / Day・Period	火/Tue 1
開講期間/Class period	/First Semester		I
必修選択/Required/Elective class	必修 / roquirod 単	位数(一般/編入/留学)/Credits eneral/admission/overseas)	1.0/1.0/1.0
時間割コード/Time schedule code	20170590001012 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)/Er	nglish Communication	
編集担当教員/Professor in charge of putting together the course syllabus	BEH SIEWKEE/Shuki Bee		
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE/Shuki Bee		
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE⁄Shuki Bee		
科目分類/Class type	A科目群 外国語科目(既習),外国 職免許科目・その他	国語科目, A科目群 外国語科目	(英語),外国語科目, 教
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11 / RoomA-11		
対象学生(クラス等) /Object Student	全学		
担当教員Eメールアドレス/E-mail address	skbeh 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/Laboratory	言語教育研究センター(111号室)		
担当教員TEL/Tel	819-2381		
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 		
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students with the opportunity to the topics.	learn words, phrases and dialo	ogues that are related to
授業到達目標/Goal	By the end of the course, students should be able to use English for expressing their own ideas and feelings.		
授業方法(学習指導法)/Method	This course will be taught using various methods including lectures, listening exercises using CDs, group-work, and discussions. Each lesson, the class will focus on half a unit from the course book, which employs a Task-Based Approach (TBA) to language instruction. Students will also be exposed to global issues found in popular media outlets.		
授業内容/Class outline/Con	Each class deals with an everyday their own ideas and experiences.	topic. The tasks are designed	d to help students telling
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15-30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.		
キーワード/Key word	Active Learning, Task-Based Learning and Teaching, Cross-cultural Understanding		
教科書・教材・参考書/Textbook,Teaching material.and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)		
成績評価の方法・基準等/Evaluation	Attendance & Participation 20% Mini-Test 50% Group Presentation 30%		
	1.毎回、テキストとノートを持参する		
アクセシビリティ/Accessibility	2. 英英辞典を準備すること (携帯電話不可) 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		
学生へのメッセージ/Message for students	Practice makes perfect!		
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 1 & Unit 2		
第3回	Unit 2 & Unit 3		
第4回	Unit 3 & Unit 4		
第5回	Unit 4 & Unit 5		

第6回	Unit 5 & Unit 6
第7回	Unit 6 & Unit 7
第8回	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	火/Tue 2
開講期間/Class period	2017/04/06 ~ 2017/07/18		
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	20170590001013	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	ウィリアム コリンズ/Collins	William Sherwood	
授業担当教員名(科目責任者) /Professor in charge of the subject	ウィリアム コリンズ/Collins	William Sherwood	
授業担当教員名(オムニバス科目等) /Professor(s)	ウィリアム コリンズ/Collins		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
対象年次 / Year	1, 2, 3, 4	講義形態/Class Form	演習/Seminar
教室/Class room	[多文化]総合教育研究棟5 F	C A L L 教室	
対象学生(クラス等) /Object Student			
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/Laboratory	Center for Foreign Language St	udies (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		寺まで 水:10時30分~12時まで 木:	
授業の概要及び位置づけ/Course Outline and Objectives	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/Goal	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.		
授業方法(学習指導法)/Method	授業方法(学習指導法) このクラスでは、「Active-Listening」、「Basic/Advanced Interview Questions」、「Comment Strategies」等の会話スキルを学ぶ。クラス中での会話練習以外にクラス 外でも練習しスピーキング記録をつけます。英語のホームページにアクセスしスピーキングの話題 を選びます。サンプルストーリーを聞き、表現の意味を確認し、自分のストーリーを考えます。ま た単語帳、フリーリーディングやフリーライティング、インターネットサーチアクティビティも取 り上げる予定です。		
授業内容/Class outline/Con	 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 第9回 Internet Search Activity (Poetry & Quotes)/Active Listening Practice Drill / + Music Video + Free Writing 第10回 Story-Sharing Day#2 第110回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening & Speaking) + Interview Activity 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第140 Audio/Video Forum Recording & Feedback 第15回 Yocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview 		
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)		
成績評価の方法・基準等/Evaluation	Speaking/Listening Record 35% Vocabulary 25% Final Exam: 20%		

アクセシビリティ/Accessibility	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	

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	木 / Thu 4
開講期間/Class period	/First Semester 2017/04/06~2017/07/20		
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
	20170590001014	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	BEH SIEWKEE/ShukiBee		
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE/ShukiBee		
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE/ShukiBee		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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11 / RoomA-11		
対象学生(クラス等) /Object Student	全学		
担当教員Eメールアドレス/E-mail address	skbeh nagasaki-u.ac.jp(メール	レを送信する際は を@に置き換えて	送信してください)
担当教員研究室/Laboratory	言語教育研究センター(111号室)		
担当教員TEL/Tel	819-2381		
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 		
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students' communication skills. Each class provides students with the opportunity to learn words, phrases and dialogues that are related to the topics.		
授業到達目標/Goal	By the end of the course, stud ideas and feelings.	ents should be able to use Engli	sh for expressing their own
	Students will have the opportunity to interact and communicate with each other by completing tasks given in the class.		
授業内容/Class outline/Con	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.		
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15-30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.		
キーワード/Key word	Active Learning, Task-based Learning and Teaching & Cross-cultural Understanding		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)		
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 50% Final Examination 30%		
	1.毎回、テキストとノートを持参すること		
アクセシビリティ/Accessibility	2.英英辞典を準備すること (携帯電話不可) 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	Practice makes perfect!		
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 1 & Unit 2		
第3回	Unit 2 & Unit 3		
第4回	Unit 3 & Unit 4		
第5回	Unit 4 & Unit 5		
第6回	Unit 5 & Unit 6		
第7回	Unit 6 & Unit 7		

	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 3	
	2017/04/06 ~ 2017/07/26			
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	20170590001015	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	マーク ティーダマン/Tiedeman	Mark Dana		
授業担当教員名(科目責任者) /Professor in charge of the subject	マーク ティーダマン/Tiedeman	Mark Dana		
授業担当教員名(オムニバス科目等) /Professor(s)	マーク ティーダマン/Tiedeman			
科目分類/Class type	▲ 科目群 外国語科目(既習), :■ 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
	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) /Object Student				
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ℚに置	置き換えて送信してください)	
担当教員研究室/Laboratory				
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 a			
授業の概要及び位置づけ/Course Outline and Objectives	and reading through listening and readings in English to be a	ing students' basic English ski experiences and production exerc done as homework.	ises in class and exercises	
授業到達目標/Goal	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.			
授業方法(学習指導法)/Method	In class, we will focus on listening and speaking skills by going through the Breakthrough 1 course book using video and extensive pair-work exercises. Work on English grammar and structure with a text preparing students for the Reading Section of the TOEIC Test will be assigned as home work. Homework assignments will be regularly checked and four quizzes over the material will be given.			
授業内容/Class outline/Con	Classes will begin with the collection and checking of the homework assignment and the class will end with a presentation and brief discussion of the materials in the homework assignment. Most of the class time will be devoted to the listening and speaking exercises contained in the Breakthrough book as well as many additional exercises to give students as much practice using English during the class time as possible.			
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		Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 1, Macmillan; Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
material,and Reference book 成績評価の方法・基準等/Evaluation		DEIC book quizzes, 15% Presentat		
	Breakthrough	•		
受講要件(履修条件)/Requirements		tional annauturities for all atu	danta Nanaalii University	
アクセシビリティ/Accessibility	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.			
授業計画詳細/Course Schedule	·			
回(日時)/Time(date and time)	授業内容/Contents			

授業内容-1回	Introduction to the class, Mixing activity
授業内容-2回	TOEIC Unit 1; Breakthrough Unit 1
授業内容-3回	TOEIC Unit 2; Breakthrough Unit 1
授業内容-4回	TOEIC Unit 3,4; Breakthrough Unit 2
授業内容-5回	TOEIC Unit 5, Breakthrough Unit 3
授業内容-6回	TOEIC Unit 6; Quiz TOEIC Units 1–5; Breakthrough Unit 4
授業内容-7回	TOEIC Unit 7,8; Breakthrough Unit 5
授業内容-8回	TOEIC Unit 9,10; Breakthrough Unit 6
授業内容-9回	TOEIC Unit 11, Quiz TOEIC Units 6–10; Breakthrough Unit 7
授業内容-10回	TOEIC Unit 12,13; Breakthrough Unit 8
授業内容-11回	TOEIC Unit 14,15; Breakthrough Unit 9
授業内容-12回	TOEIC Unit 16, Quiz TOEIC Units 11–15; Breakthrough Unit 10
授業内容-13回	TOEIC Unit 17,18; Breakthrough Unit 11
授業内容-14回	TOEIC Unit 19,20; Breakthrough Unit 12
授業内容-15回	TOEIC Quiz Units 16-20; Review of Breakthrough for the test
授業内容-16回	Final Test over Breakthrough

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	金/Fri 4
開講期間/Class period	2017/04/06 ~ 2017/07/21		
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	20170590001016	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	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL	
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL	
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-	
科目分類 / Class type	職免許科目・その他	外国語科目,A科目群 外国語科目	
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) /Object Student			
担当教員Eメールアドレス/E-mail address		レを送信する際は を@に置き換えて	
担当教員研究室/Laboratory		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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. 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. 		
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will appreciate a balance between convergent and divergent activity. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open- divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
受講要件(履修条件)/Requirements	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	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.		
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
Day 1	<pre>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)</pre>		
Day 2	<pre>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)</pre>		

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	火/Tue 4	
	2017/04/06 ~ 2017/07/18		1	
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	
	20170590001017	科目番号/Subject code	05900010	
科目ナンバリングコード/Numbering Code	GEEN 11162_032		1	
	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	Raymond Stubbe/Raymond Stubbe	,		
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe			
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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) /Object Student				
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp			
担当教員研究室/Laboratory	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 Outline and Objectives		ove basic communication skills, ther develop students` confidence		
していていていていていていていていていていていていていていていていていていて	By the end of the course, stud	ents should have improved both t		
授業方法(学習指導法)/Method		communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying		
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	Communication, listening, memorizing, transferring information.			
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978-1-896942-65-0			
成績評価の方法・基準等/Evaluation	Attendance and Participation:	40%, Vocabulary 20%, Midterm: 10	%, Finals: 30%	
受講要件(履修条件)/Requirements				
アクセシビリティ/Accessibility	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	Gambatte			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			
1回	Course introduction, self-intro	oduction, and textbook overview.		
2回	Unit 0: Classroom English			
3回	Unit 0: Classroom English			
4回	Unit 1: Discussing Likes and D	islikes		
5回	Unit 1: Discussing Likes and D	islikes		
6回	Unit 2: Money & Prices			
7回	Unit 2: Money & Prices			
8回	Mid-term			
9回	Unit 3: Describing Family			
	Unit 3: Describing Family			

	Unit 4: Talking about things you did	
	nit 4: Talking about things you did	
13回	Review Units 1–4	
14回	Textbook Final	
	Vocabulary review	
16回	Vocabulary final	

学期/Semester	2017年度/Academic Year 前期	曜日・校時 / Day・Period	月/Mon 4	
開講期間/Class period	/First Semester 2017/04/06~2017/07/24		/	
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	
	20170590001018	科目番号 / Subject code	05900010	
科目ナンバリングコード / Numbering Code	GEEN 11162_032		1	
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	TOM DESI FAYMIN/Tom Desi Fay	双語コミュニッテジョン (L2) / English Communication		
授業担当教員名(科目責任者) /Professor in charge of the subject	TOM DESI FAYMIN/Tom Desi Fay	ymin		
授業担当教員名(オムニバス科目等) /Professor(s)	TOM DESI FAYMIN/Tom Desi Fay	ymin		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目,教	
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) /Object Student				
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/Laboratory	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 or after class and by a	· •		
授業の概要及び位置づけ/Course Outline and Objectives	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/Goal	Students will improve their English conversation skill.			
授業方法(学習指導法)/Method	Discussions, class assignments	and textbook work.		
授業内容/Class outline/Con	Course Schedule			
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	Sullivan, K & Beuckens, T. (200	09), Impact Conversation 2, Pears	son Longman.	
material,and Reference book 成績評価の方法・基準等/Evaluation	Assignments 20% Participation 30% Quizzes 20% Reading (3x10,000 words) 10% Final Exam 20%			
受講要件(履修条件)/Requirements	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	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				
授業計画詳細/Course Schedule 回(日時)/Time(date and time)	授業内容/Contents			

2回	Topic 1
3回	Topic 1
4回	Topic 2
5回	Topic 2
6回	Topic 3
7回	Topic 3
8回	Topic 4
9回	Topic 4
10回	Topic 5
11回	Topic 5
12回	Topic 6
13回	Topic 6
14回	Topic 7
15回	Topic 7
16回	Final Exam

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火/Tue 4	
開講期間/Class period	/First Semester PEIN 1xH3 / Day 101100 PC/100 4 2017/04/06 ~ 2017/07/18 2017/04/06 ~ 2017/07/18 2017/04/06 ~ 2017/07/18			
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	
	20170590001019	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		DAWN MICHELE RUHL / DAWN MICHELE RUHL		
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL		
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-		
科目分類/Class type	職免許科目・その他	外国語科目, A 科目群 外国語科目 		
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) /Object Student				
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp(メーノ	レを送信する際は を®に置き換えて	送信してください)	
担当教員研究室/Laboratory	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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. At the end of the class students will have one to minute recorded presentation about a third favorite that has been actively listened to and evaluated. 			
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will appreciate a balance between convergent and divergent activity. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open- divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 			

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
受講要件(履修条件)/Requirements	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	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火/Tue 3
開講期間/Class period	/First Semester 2017/04/06~2017/07/18		
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	20170590001020	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	TOM DESI FAYMIN/Tom Desi Fa	ymin	
授業担当教員名(科目責任者) /Professor in charge of the subject	TOM DESI FAYMIN/Tom Desi Fa	ymin	
授業担当教員名(オムニバス科目等) /Professor(s)	TOM DESI FAYMIN/Tom Desi Fa	•	
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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43 / RoomA-43		
対象学生(クラス等) /Object Student			
担当教員Eメールアドレス/E-mail address		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/Laboratory	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 a		
授業の概要及び位置づけ/Course Outline and Objectives	one's ideas and opinions in E other skills such as reading, successfully form and express gather, process and transfer i	lop the English communication sk nglish. Although the course focus listening and writing are develop ideas, students must use all ski nformation. Students who take th n-class and outside-class assign	ses on oral communication, ped as well. In order to Ils related to language to is course are expected to
授業到達目標/Goal	Students will improve their En	glish conversation skill.	
授業方法(学習指導法)/Method	Discussions, class assignments	and textbook work.	
授業内容/Class outline/Con	Course Schedule		
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		09), Impact Conversation 2, Pears	son Longman.
成績評価の方法・基準等/Evaluation	Assignments 20% Participation 30% Quizzes 20% Reading (3x10,000 words) 10% Final Exam 20%		
受講要件(履修条件)/Requirements	personal reasons as determined lost for absences of any reaso withdraw from the course. You he can inform you of what you reason for missing class, it w	d all classes and will be excused by the instructor. However, par n. Students who have 5 unexcused must send the teacher an email wi missed. If you do not tell the te ill be counted as unexcused.	ticipation points will be absences will be asked to henever you miss class, so eacher about a legitimate
アクセシビリティ/Accessibility	strives to remove societal bar provide reasonable accommodation or concerns regarding reasonab	-819-2948	ademic activities, and to . If you have any questions rt in this class, please
備考(URL)/Remarks(URL)			
学生へのメッセージ/Message for students	Let's enjoy English conversati	on.	
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
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2回	Topic 1
3回	Topic 1
4回	Topic 2
5回	Topic 2
6回	Topic 3
7回	Topic 3
8回	Topic 4
9回	Topic 4
10回	Topic 5
11回	Topic 5
12回	Topic 6
13回	Topic 6
14回	Topic 7
15回	Topic 7
16回	Final Exam

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火/Tue 3
開講期間/Class period	/First Semester 2017/04/06~2017/07/18		I
	2017/04/00 - 2017/07/10		
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	20170590001021	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	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL	
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL	
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-	
科目分類/Class type	職免許科目・その他	外国語科目,A科目群 外国語科目 	(英語),外国語科目, 教
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) /Object Student			
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp(メール	レを送信する際は を®に置き換えて	送信してください)
担当教員研究室/Laboratory	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 a		
授業の概要及び位置づけ/Course Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. 		
授業到達目標/Goal	 Students will gain experient and beyond the lines. Students will experience minimizers in fluency in writing, Students will gain a better impromptu writing and speaking Student will exercise delibing Student will appreciate a bing Students will manage their students will become curiou communication messages, though Students will gain practice divergent experience/guided diing Students will gain insight 	eration and choice. alance between convergent and di own learning through reflection s in growing awareness and embra not well understand completely. in looking for intersections/ju	: reading between the lines as a stepping stone to nguage and English vergent activity. and goal setting. ce the complexity of nctions to increase open- s of perceiving,

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
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アクセシビリティ/Accessibility	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	月/Mon 4	
	2017/04/06 ~ 2017/07/24		1	
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	
	20170590001022	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	Raymond Stubbe/Raymond Stubbe	,		
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe			
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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) /Object Student				
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp			
担当教員研究室/Laboratory	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 Outline and Objectives		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/Goal	By the end of the course, stud	ents should have improved both th		
授業方法(学習指導法)/Method	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying			
	vocabulary for homework.			
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	Communication, listening, memorizing, transferring information.			
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978–1–896942–65–0			
成績評価の方法・基準等/Evaluation	Attendance and Participation: 40%, Vocabulary 20%, Midterm: 10%, Finals: 30%			
受講要件(履修条件)/Requirements				
アクセシビリティ/Accessibility	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	Gambatte			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			
10	Course introduction, self-introduction, and textbook overview.			
20	Unit O: Classroom English			
3回	Unit O: Classroom English			
40	Unit 1: Discussing Likes and Dislikes			
5回	Unit 1: Discussing Likes and Dislikes			
6回	Unit 2: Money & Prices			
7回	Unit 2: Money & Prices			
8回	Mid-term			
9回	Unit 3: Describing Family			
	Unit 3: Describing Family			

	Unit 4: Talking about things you did
	Unit 4: Talking about things you did
13回	Review Units 1–4
14回	Textbook Final
	Vocabulary review
16回	Vocabulary final

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	金/Fri 3
	/First Semester 2017/04/06~2017/07/21		
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	20170590001023	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	BEH SIEWKEE / Shuki Bee		
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE / Shuki Bee		
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE / Shuki Bee		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目, A科目群 外国語科目	(英語),外国語科目, 教
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11 / RoomA-11		
対象学生(クラス等) /Object Student	全学		
担当教員Eメールアドレス/E-mail address	skbeh nagasaki-u.ac.jp(メー	▶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/Laboratory	言語教育研究センター(111号室)	
担当教員TEL/Tel	819-2381		
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 		
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students' communication skills. Each class provides students with the opportunity to learn words, phrases and dialogues that are related to the topics.		
授業到達目標/Goal	By the end of the course, students should be able to use English for expressing their own ideas and feelings.		
	Students will have the opportunity to interact and communicate with each other by completing tasks given in the class.		
授業内容/Class outline/Con	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.		
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15–30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.		
キーワード/Key word	Active Learning, Task-based Learning and Teaching & Cross-cultural Understanding		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)		
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 50% Final Examination 30%		
受講要件(履修条件)/Requirements	1.毎回、テキストとノートを持参すること		
アクセシビリティ/Accessibility	2. 英英辞典を準備すること (携帯電話不可) 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	Practice makes perfect!		
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 1 & Unit 2		
第3回	Unit 2 & Unit 3		
第4回	Unit 3 & Unit 4		
第5回	Unit 4 & Unit 5		
第6回	Unit 5 & Unit 6		
第7回	Unit 6 & Unit 7		
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	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	金/Fri 3
開講期間/Class period	2017/04/06 ~ 2017/07/21		
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	20170590001024	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	ルヴィエール/Dani- Ruvuiera		
授業担当教員名(科目責任者) /Professor in charge of the subject	ルヴィエール / Dani- Ruvuiera		
授業担当教員名(オムニバス科目等) /Professor(s)	ルヴィエール / Dani- Ruvuiera		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目,教
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) /Object Student			
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@に覧	置き換えて送信してください)	
担当教員研究室/Laboratory			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	金曜 4 - 4:30		
授業の概要及び位置づけ/Course Outline and Objectives	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Goal	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
授業方法(学習指導法)/Method	During class students will spend as much time as possible speaking in English. Students will work in pairs and in groups using English in a variety of situations. Active participation is central to the success of the class.		
授業内容/Class outline/Con	<pre>"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 "</pre>		
事前、事後学習の内容/Preparation & Review			
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		
成績評価の方法・基準等/Evaluation	Quizzes: 20% / Workbook: 40% /	Final test: 40%	
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	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	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.

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	金/Fri 3	
開講期間/Class period	/First Semester 2017/04/06~2017/07/21			
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	
	20170590001025	科目番号/Subject code	05900010	
科目ナンバリングコード/Numbering Code	GEEN 11162_032			
	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	フレイク リー/Lee Flake			
授業担当教員名(科目責任者) /Professor in charge of the subject	フレイク リー/Lee Flake			
授業担当教員名(オムニバス科目等) /Professor(s)	フレイク リー / Lee Flake			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目,教	
対象年次 / Year	1, 2, 3, 4	講義形態/Class Form	演習/Seminar	
教室/Class room	[教育]本館3F第33講義室/Room 33	3		
対象学生(クラス等) /Object Student				
担当教員Eメールアドレス/E-mail address	leehflake yahoo.com(メールを	送信する際は を®に置き換えて送信	言してください)	
担当教員研究室/Laboratory				
担当教員TEL/Tel				
担当教員オフィスアワー/Office hours	授業の前後			
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to provide students an opportunity to improve their English language comprehension and conversation skills. Focus throughout this course will be maintained on building confidence through English oral communication drills and listening tasks.			
授業到達目標/Goal	Through class discussions, workbook and writing tasks, students will be able to enhance and further develop English communication skills and confidence necessary to converse with native speakers.			
授業方法(学習指導法)/Method	English language dialogs are based on daily conversation topics and modeled situations that students may encounter if traveling abroad. Students will be challenged to enhance their language skills. Tasks are designed to cater to visual and auditory learners. Collaborative and individual learning tasks promote a student-based method of instruction.			
授業内容/Class outline/Con	Conversation topics and dialogs specifically relating to student life and daily life in Nagasaki were created for this course. Selected topics reflect common dialogs used in daily conversation.			
事前、事後学習の内容/Preparation & Review	Students should review material presented in the cyber classroom, purchase "English Conversation" textbook and study the dialogs and key expressions in preparation for the final exam. Class attendance and participation is essential. Students are to complete daily quizzes and workbook tasks (15 weekly tasks in the semester). Term Paper is due by week 9.			
キーワード/Key word	Course material, conversation	dialogs, assignments, rubrics, c	yber classroom	
教科書・教材・参考書/Textbook,Teaching material,and Reference book	The textbook "English Conversation" published by CreateSpace (ISBN: 978-1494886080). Text book and printed material will be made available to the students by the instructor. Study the dialogs, key expressions, conversation and presentation tasks found in the textbook.			
成績評価の方法・基準等/Evaluation	Workbook Task & Student Self-Introduction (30%) Mid-Term Exam (Term Paper) (15%) Attendance & Participation (30%) Final Comprehensive Exam (25%)			
受講要件(履修条件)/Requirements		wledge of English vocabulary and		
アクセシビリティ/Accessibility	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)	Course information, assignment rubrics, and course details are available in the cyber classroom at the following URL: http://www.taskstream.com/ts/flake1/NagasakiUniversityEconomicsDepartment.html Password: Nagasaki			
学生へのメッセージ/Message for students	I look forward to meeting you in class			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			

1st	Class orientation and overview / Topic 1: Getting to Know You
2nd	Topic 2: University Life
3rd	Topic 3: Family
4th	Topic 4: Hobbies and Pastimes
5th	Topic 5: Habits
6th	Topic 6: Childhood Memories
7th	Topic 7: Food and Dining Out
8th	Topic 8: TV and Film / Mid Term Exam: Term Paper
9th	Topic 9: Shopping
10th	Topic 10: Home and Neighborhood
11th	Topic 11: Music
12th	Topic 12: Directions
13th	Topic 13: Telephone
14th	Topic 14: Money
15th	Topic 15: The World of Work
16th	Final Exam / Reflection Paper

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	木 / Thu 1
開講期間/Class period	/First Semester 2017/04/06~2017/07/20		
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
	20170590001026	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	BEH SIEWKEE / Shuki Bee		
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE/Shuki Bee		
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE / Shuki Bee		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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11 / RoomA-11		
対象学生(クラス等) /Object Student	全学		
担当教員Eメールアドレス/E-mail address	skbeh 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/Laboratory	言語教育研究センター(111号室)		
担当教員TEL/Tel	819-2381		
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 		
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students' communication skills. Each class provides students with the opportunity to learn words, phrases and dialogues that are related to the topics.		
授業到達目標/Goal	By the end of the course, students should be able to use English for expressing their own ideas and feelings.		
授業方法(学習指導法)/Method	Students will have the opportunity to interact and communicate with each other by completing tasks given in the class.		
授業内容/Class outline/Con	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.		
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15-30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.		
キーワード/Key word	Active Learning, Task-based Learning and Teaching & Cross– Cultural Understanding		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)		
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 50% Final Examination 30%		
受講要件(履修条件)/Requirements	1.毎回、テキストとノートを持参すること 2.英英辞典を準備すること (携帯電話不可)		
アクセシビリティ/Accessibility	2. 英央辞典を準備93022(携帯電話小円) 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	Practice makes perfect!		
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 1 & Unit 2		
第3回	Unit 2 & Unit 3		
第4回	Unit 3 & Unit 4		
第5回	Unit 4 & Unit 5		
第6回	Unit 5 & Unit 6		
第7回	Unit 6 & Unit 7		

	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	木 / Thu 1
	/First Semester 2017/04/06~2017/07/20		
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	20170590001027	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	Raymond Stubbe/Raymond Stubbe	,	
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe		
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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) /Object Student			
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp		
担当教員研究室/Laboratory	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 Outline and Objectives	This class is designed to improve basic communication skills, to enhance students'		
授業到達目標/Goal	English vocabulary, and to further develop students` confidence when speaking English. By the end of the course, students should have improved both their English vocabulary and		
	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
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	Communication, listening, memo	rizing, transferring information	
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Writte Publishing. ISBN: 978–1–896942	en by Alastair Graham-Marr, and -66-7	published by Abax ELT
成績評価の方法・基準等/Evaluation		40%, Vocabulary 20%, Midterm: 10	%, Finals: 30%
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	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	Gambatte		
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
1回	Course introduction, self-introduction, and textbook overview.		
2回	Unit 0: Classroom English		
3回	Unit 0: Classroom English		
4回	Unit 1: Describing school schedules		
5回	Unit 1: Describing school schedules		
6回	Unit 2: Describing daily routines		
7回	Unit 2: Describing daily routines		
8回	Mid-term		
9回	Unit 3: Describing objects		
10回	Unit 3: Describing objects		

	Unit 4: Talking about/describing people	
	Unit 4: Talking about/describing people	
13回	Review Units 1-4	
14回	Textbook Final	
15回	Vocabulary review	
16回	Vocabulary final	

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	木 / Thu 4	
	/First Semester 2017/04/06~2017/07/20			
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	20170590001028	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	Raymond Stubbe/Raymond Stubbe	,		
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe			
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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32 / RoomA-32			
対象学生(クラス等) /Object Student				
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp			
担当教員研究室/Laboratory	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 Outline and Objectives	This class is designed to improve basic communication skills, to enhance students'			
	English vocabulary, and to further develop students` confidence when speaking English. By the end of the course, students should have improved both their English vocabulary and			
	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for bomework			
	vocabulary for homework.			
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	Communication, listening, memo	rizing, transferring information		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Writte Publishing. ISBN: 978–1–896942	en by Alastair Graham-Marr, and -66-7	published by Abax ELT	
成績評価の方法・基準等/Evaluation		40%, Vocabulary 20%, Midterm: 10	%, Finals: 30%	
受講要件(履修条件)/Requirements		In order to ensure equal educational encerturities for all students. Necessi: Using site		
アクセシビリティ/Accessibility	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	Gambatte			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			
1回	Course introduction, self-introduction, and textbook overview.			
2回	Unit 0: Classroom English			
3回	Unit 0: Classroom English			
4回	Unit 1: Describing school schedules			
5回	Unit 1: Describing school schedules			
6回	Unit 2: Describing daily routines			
7回	Unit 2: Describing daily routines			
8回	Mid-term			
9回	Unit 3: Describing objects			
10回	Unit 3: Describing objects			

	Unit 4: Talking about/describing people	
	Unit 4: Talking about/describing people	
13回	Review Units 1-4	
14回	Textbook Final	
15回	Vocabulary review	
16回	Vocabulary final	

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	火 / Tue 3
開講期間/Class period	/First Semester 2017/04/06~2017/07/18		1
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
	20170590001029	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	Raymond Stubbe/Raymond Stubbe	,	
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe		
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
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) /Object Student			
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp		
担当教員研究室/Laboratory	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 Outline and Objectives	This class is designed to improve basic communication skills, to enhance students'		
授業到達目標/Goal	English vocabulary, and to further develop students` confidence when speaking English. By the end of the course, students should have improved both their English vocabulary and		
	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
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	Communication, listening, memo	rizing, transferring information	
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Writte Publishing. ISBN: 978–1–896942	en by Alastair Graham-Marr, and -66-7	published by Abax ELT
成績評価の方法・基準等/Evaluation		40%, Vocabulary 20%, Midterm: 10	%, Finals: 30%
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	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	Gambatte		
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
1回	Course introduction, self-introduction, and textbook overview.		
2回	Unit 0: Classroom English		
3回	Unit 0: Classroom English		
4回	Unit 1: Describing school schedules		
5回	Unit 1: Describing school schedules		
6回	Unit 2: Describing daily routines		
7回	Unit 2: Describing daily routines		
8回	Mid-term		
9回	Unit 3: Describing objects		
10回	Unit 3: Describing objects		

	Unit 4: Talking about/describing people	
	Unit 4: Talking about/describing people	
13回	Review Units 1-4	
14回	Textbook Final	
15回	Vocabulary review	
16回	Vocabulary final	

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 2	
	2017/04/06 ~ 2017/07/26			
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	20170590001030	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	マーク ティーダマン/Tiedeman	マーク ティーダマン/Tiedeman Mark Dana		
授業担当教員名(科目責任者) /Professor in charge of the subject	マーク ティーダマン/Tiedeman	Mark Dana		
授業担当教員名(オムニバス科目等) /Professor(s)	マーク ティーダマン/Tiedeman			
科目分類/Class type	▲ 科目群 外国語科目(既習), :■ 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
	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) /Object Student				
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	置き換えて送信してください)	
担当教員研究室/Laboratory				
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 a			
授業の概要及び位置づけ/Course Outline and Objectives	and reading through listening and readings in English to be a	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/Goal	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.			
授業方法(学習指導法)/Method	In class, we will focus on listening and speaking skills by going through the Breakthrough 1 course book using video and extensive pair-work exercises. Work on English grammar and structure with a text preparing students for the Reading Section of the TOEIC Test will be assigned as home work. Homework assignments will be regularly checked and four quizzes over the material will be given.			
授業内容/Class outline/Con	Classes will begin with the collection and checking of the homework assignment and the class will end with a presentation and brief discussion of the materials in the homework assignment. Most of the class time will be devoted to the listening and speaking exercises contained in the Breakthrough book as well as many additional exercises to give students as much practice using English during the class time as possible.			
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		C Test, Kinseido; Breakthrough P		
material,and Reference book 成績評価の方法・基準等/Evaluation	Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com) 10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over			
	Breakthrough	•		
受講要件(履修条件)/Requirements		tional analytica for all at.	danta Nanaalii University	
アクセシビリティ/Accessibility	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.			
授業計画詳細/Course Schedule	·			
回(日時)/Time(date and time)	授業内容/Contents			

授業内容-1回	Introduction to the class, Mixing activity
授業内容-2回	TOEIC Unit 1; Breakthrough Unit 1
授業内容-3回	TOEIC Unit 2; Breakthrough Unit 1
授業内容-4回	TOEIC Unit 3,4; Breakthrough Unit 2
授業内容-5回	TOEIC Unit 5, Breakthrough Unit 3
授業内容-6回	TOEIC Unit 6; Quiz TOEIC Units 1–5; Breakthrough Unit 4
授業内容-7回	TOEIC Unit 7,8; Breakthrough Unit 5
授業内容-8回	TOEIC Unit 9,10; Breakthrough Unit 6
授業内容-9回	TOEIC Unit 11, Quiz TOEIC Units 6–10; Breakthrough Unit 7
授業内容-10回	TOEIC Unit 12,13; Breakthrough Unit 8
授業内容-11回	TOEIC Unit 14,15; Breakthrough Unit 9
授業内容-12回	TOEIC Unit 16, Quiz TOEIC Units 11–15; Breakthrough Unit 10
授業内容-13回	TOEIC Unit 17,18; Breakthrough Unit 11
授業内容-14回	TOEIC Unit 19,20; Breakthrough Unit 12
授業内容-15回	TOEIC Quiz Units 16-20; Review of Breakthrough for the test
授業内容-16回	Final Test over Breakthrough

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	金/Fri 4	
	/First Semester 2017/04/06~2017/07/21	•		
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	20170590001031	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	ルヴィエール/Dani- Ruvuiera			
授業担当教員名(科目責任者) /Professor in charge of the subject	ルヴィエール/Dani- Ruvuiera			
授業担当教員名(オムニバス科目等) /Professor(s)	ルヴィエール/Dani- Ruvuiera			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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) /Object Student				
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	置き換えて送信してください)		
担当教員研究室/Laboratory				
担当教員TEL/Tel				
担当教員オフィスアワー/Office hours	金曜 4 - 4:30			
授業の概要及び位置づけ/Course Outline and Objectives	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.			
授業到達目標/Goal	The goal of this course is to experience natural everyday English at a mid to high beginner level.			
授業方法(学習指導法)/Method	During class students will spend as much time as possible speaking in English. Students will work in pairs and in groups using English in a variety of situations. Active participation is central to the success of the class.			
授業内容/Class outline/Con	"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16回 Final Test and hand in Workbook "			
事前、事後学習の内容/Preparation & Review				
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			
成績評価の方法・基準等/Evaluation	Quizzes: 20% / Workbook: 40% / Final test: 40%			
アクセシビリティ/Accessibility	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

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	金/Fri 3	
	2017/04/06 ~ 2017/07/21		1	
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	20170590001032	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	0)/English Communication		
編集担当教員/Professor in charge of putting together the course syllabus	Raymond Stubbe/Raymond Stubbe	,		
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe			
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe/Raymond Stubbe			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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) /Object Student				
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp			
担当教員研究室/Laboratory	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 Outline and Objectives		ove basic communication skills, ther develop students` confidence		
授業到達目標/Goal	By the end of the course, stud	English vocabulary, and to further develop students` confidence when speaking English. By the end of the course, students should have improved both their English vocabulary and		
	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.			
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	Communication, listening, memo	rizing, transferring information		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Writte Publishing. ISBN: 978–1–896942	en by Alastair Graham-Marr, and -65-0	published by Abax ELT	
成績評価の方法・基準等/Evaluation	Attendance and Participation:	40%, Vocabulary 20%, Midterm: 10	%, Finals: 30%	
受講要件(履修条件)/Requirements		In order to ensure equal educational encerturities for all students. Margareti University		
アクセシビリティ/Accessibility	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	Gambatte			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			
1回	Course introduction, self-introduction, and textbook overview.			
2回	Unit 0: Classroom English			
3回	Unit 0: Classroom English			
4回	Unit 1: Discussing Likes and Dislikes			
5回	Unit 1: Discussing Likes and Dislikes			
6回	Unit 2: Money & Prices			
7回	Unit 2: Money & Prices			
8回	Mid-term			
9回	Unit 3: Describing Family			
10回	Unit 3: Describing Family			

	Unit 4: Talking about things you did
	Unit 4: Talking about things you did
13回	Review Units 1–4
14回	Textbook Final
	Vocabulary review
16回	Vocabulary final

学期/Semester	2017年度 / Academic Year 前期	曜日・校時 / Day・Period	金/Fri 4	
開講期間/Class period	/First Semester 2017/04/06~2017/07/21			
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	
	20170590001033	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	BEH SIEWKEE/Shuki Bee			
授業担当教員名(科目責任者) /Professor in charge of the subject	BEH SIEWKEE/Shuki Bee			
授業担当教員名(オムニバス科目等) /Professor(s)	BEH SIEWKEE/Shuki Bee			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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11 / RoomA-11			
対象学生(クラス等) /Object Student	全学			
担当教員Eメールアドレス/E-mail address	skbeh nagasaki-u.ac.jp(メール	レを送信する際は を@に置き換えて	送信してください)	
担当教員研究室/Laboratory	言語教育研究センター(111号室)			
担当教員TEL/Tel	819-2381			
担当教員オフィスアワー/Office hours	 Before and after class. By appointment. 			
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to develop students' communication skills. Each class provides students with the opportunity to learn words, phrases and dialogues that are related to the topics.			
授業到達目標/Goal	By the end of the course, stud ideas and feelings.	ents should be able to use Engli	sh for expressing their own	
	Students will have the opportunity to interact and communicate with each other by completing tasks given in the class.			
授業内容/Class outline/Con	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.			
事前、事後学習の内容/Preparation & Review	Students should be prepared to spend approximately 15-30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework assignments related to the unit covered in class.			
キーワード/Key word	Active Learning, Task-based Learning and Teaching & Cross-cultural Understanding			
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Welcome to Kyushu, Japan Shohakusha (生協による教室内販売あり)			
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 50% Final Examination 30%			
受講要件(履修条件)/Requirements	Final Examination 30% 1.毎回、テキストとノートを持参すること 2.英英辞典を準備すること (携帯電話不可)			
アクセシビリティ/Accessibility				
備考(URL)/Remarks(URL)				
学生へのメッセージ/Message for students	Practice makes perfect!			
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 1 & Unit 2			
第3回	Unit 2 & Unit 3			
第4回	Unit 3 & Unit 4			
第5回	Unit 4 & Unit 5			
第6回	Unit 5 & Unit 6			
第7回	Unit 6 & Unit 7			

	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

開講期間/Class period		曜日・校時 / Day・Period	1-
	2017/04/06 ~ 2017/07/21		1
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
	20170590001034	科目番号/Subject code	05900010
科目ナンバリングコード / Numbering Code	GEEN 11162_032		
	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	Raymond Stubbe/Raymond Stubbe,	,	
授業担当教員名(科目責任者) /Professor in charge of the subject	Raymond Stubbe/Raymond Stubbe		
授業担当教員名(オムニバス科目等) /Professor(s)	Raymond Stubbe / Raymond Stubbe		
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教
対象年次 / Year		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) /Object Student			
担当教員Eメールアドレス/E-mail address	stubbe@nagasaki-u.ac.jp		
担当教員研究室/Laboratory	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 Outline and Objectives		ove basic communication skills,	
していていていていていていていていていていていていていていていていていていて	English vocabulary, and to further develop students` confidence when speaking English. By the end of the course, students should have improved both their English vocabulary and		
授業方法(学習指導法)/Method	communication abilities. In-class listening activities, speaking in pairs, memorizing conversations. Studying		
	vocabulary for homework.		
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	Communication, listening, memorizing, transferring information.		
教科書・教材・参考書/Textbook,Teaching material,and Reference book	Communication Spotlight Written by Alastair Graham-Marr, and published by Abax ELT Publishing. ISBN: 978–1–896942–65–0		
成績評価の方法・基準等/Evaluation	Attendance and Participation: 40%, Vocabulary 20%, Midterm: 10%, Finals: 30%		
受講要件(履修条件)/Requirements	In order to onouro quipt adupational encerturitica for all students. Naroachi lliture tu		
アクセシビリティ/Accessibility	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	Gambatte		
授業計画詳細/Course Schedule			
回(日時)/Time(date and time)	授業内容/Contents		
1回	Course introduction, self-introduction, and textbook overview.		
2回	Unit 0: Classroom English		
3回	Unit 0: Classroom English		
4回	Unit 1: Discussing Likes and Dislikes		
5回	Unit 1: Discussing Likes and Dislikes		
6回	Unit 2: Money & Prices		
7回	Unit 2: Money & Prices		
8回	Mid-term		
9回	Unit 3: Describing Family		
10回	Unit 3: Describing Family		

	Unit 4: Talking about things you did
	Unit 4: Talking about things you did
13回	Review Units 1–4
14回	Textbook Final
	Vocabulary review
16回	Vocabulary final

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 2	
	2017/04/06 ~ 2017/07/26			
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	20170590001035	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	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL		
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	E RUHL		
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-		
科目分類/Class type	職免許科目・その他	外国語科目, A 科目群 外国語科目 		
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) /Object Student				
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp(メーノ	レを送信する際は を®に置き換えて	送信してください)	
担当教員研究室/Laboratory	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	11:00-12:00 Please make an appointment in	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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. At the end of the class students will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. At the end of the class students will have one to minute recorded presentation about a third favorite that has been actively listened to and evaluated. 			
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open- divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 			

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
受講要件(履修条件)/Requirements	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	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 2	
	2017/04/06 ~ 2017/07/26		1	
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	20170590001036	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	ルヴィエール / Dani- Ruvuiera			
授業担当教員名(科目責任者) /Professor in charge of the subject	ルヴィエール / Dani- Ruvuiera			
授業担当教員名(オムニバス科目等) /Professor(s)	ルヴィエール / Dani- Ruvuiera			
科目分類/Class type	A科目群 外国語科目(既習), 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
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) /Object Student				
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	置き換えて送信してください)		
担当教員研究室/Laboratory				
担当教員TEL/Tel				
担当教員オフィスアワー/Office hours	金曜 4 - 4:30			
授業の概要及び位置づけ/Course Outline and Objectives		Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Goal	The goal of this course is to experience natural everyday English at a mid to high beginner level.			
授業方法(学習指導法)/Method	During class students will spend as much time as possible speaking in English. Students will work in pairs and in groups using English in a variety of situations. Active participation is central to the success of the class.			
授業内容/Class outline/Con	<pre>"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 "</pre>			
事前、事後学習の内容/Preparation & Review				
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			
成績評価の方法・基準等/Evaluation	Quizzes: 20% / Workbook: 40% /	FINAL TEST: 40%		
受講要件(履修条件)/Requirements				
アクセシビリティ/Accessibility	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	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
1st	第1回 Introductions – Interviews
2nd	第2回 Greetings – Countries – Casual language
3rd	第3回 Likes - Jobs - Reductions
4th	第4回 My City – Directions Part 1
5th	第5回 My Neighborhood – Directions Part 2 – Weather
6th	第6回 Music – Adventures – Time QUIZ 1
7th	第7回 Movies – Entertainment
8th	第8回 Free time – Sports – Going out
9th	第9回 Nationalities -Ordering in restaurants
10th	第10回 Shopping - Fashion
11th	第11回 Money – Compliments – Quiz 2
12th	第12回 Describing People – Personalities –
13th	第13回 Dating -You and Romance - Perfect Partners
14th	第14回 Around Town - Summer in the City Games
15th	第15回 Review - Test guidelines
16th	第16 回 Final Test and hand in Workbook

投業の概要及び位置 D17/course outTime and Objectivesstudents with the opportunity to learn words, phrases and dialogues that are the topics.授業到達目標/GoalBy the end of the course, students should be able to use English for expressi ideas and feelings.授業方法(学習指導法)/MethodStudents will have the opportunity to interact and communicate with each othe completing tasks given in the class.授業内容/Class outline/ConEach class deals with an everyday topic. The tasks are designed to help stude their own ideas and experiences.			
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 20170590001037 科目番号 / Subject code 05900010 科目ナンパリングコード / Numbering Code GEEN 11162_032 第目番号 / Subject code 05900010 授業科目名 / Subject 英語コミュニケーション (T6) / English Communication 6 6 編集担当教員 / Professor in charge of putting together the course syllabus 6 8 1 授業担当教員名 (科目責任者) / Professor(s) 8 8 1 9 Yerofessor(s) 8 8 1 1 9 科自新 / 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 教育/Yerofessor(s) 9 9 9 科自新 / Class room 教養教育A棟11 / RoomA-11 2 9 9 9 対象学生(クラス等) / Object Student 公員 (Jass room) 支修数有研究センター(111号室) 1 9 1 </td <td></td>			
科目ナンパリングコード / 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 BEH SIEWKEE / Shuki Bee 授業担当教員名(科目責任者) / Professor in charge of the subject BEH SIEWKEE / Shuki Bee 授業担当教員名(オムニバス科目等) / Professor(s) BEH SIEWKEE / Shuki Bee 料目分類 / 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 戦免許科目・その他 対象年次 / Year 1, 2, 3, 4 関当教員を、ノレアドレス/E-mail address skbeh 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/Laboratory 担当教員オフィスアワー/Office hours 1. Before and after class. 2. By appointent. 授業の概要及び位置づけ/Course Outline and Objectives Ber end of the course, students should be able to use English for expressi ideas and feelings. 授業利達目標/Goal Bythene of the course, students should be able to use English for expressi ideas despress with an expressi despress. 授業方法(学習指導法)/Method Students with are the opportunity to interact and communicate with each othe completing tasks given in the class. 授業内容/Class outline/Con Each class deals with an expression of the apportunity to interact and communicate with each othe completing tasks given in the class.			
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 BEH SIEWKEE / Shuki Bee 授業担当教員名 (科目責任者) / Professor in charge of the subject BEH SIEWKEE / Shuki Bee 授業担当教員名 (オムニバス科目等) / Professor(s) BEH SIEWKEE / Shuki Bee 科目荮 外国語科目(武智), 外国語科目(武智), 外国語科目(英語), 外国語科目(英語), 外国語 戦免許科目・その他 A科目群 外国語科目(民智), 外国語科目(天宮) 対象年次 / Year 1, 2, 3, 4 謝愛が育人様11 / RoomA-11 対象学生(クラス等) / Object Student 全学 担当教員研究室/Laboratory 言語教育研究センター(111号室) 担当教員オフィスアワー/Office hours 1. Before and after class. 授業の概要及び位置づけ/Course Outline and Objectives This course is designed to develop students' communication skills. Each class students with the opportunity to learn words, phrases and dialogues that are the topics. 授業到達目標/Goal By the end of the course, students should be able to use English for expressi ideas and feelings. 授業方法(学習指導法)/Method Students with nave the opportunity to interact and communicate with each othe completing tasks given in the class. 授業方法(学習指導法)/Method Students with nave reveryday topic. The tasks are designed to help stude their own ideas and experiences.			
編集担当教員 / Professor in charge of putting together the course syllabus BEH SIEWKEE / Shuki Bee 授業担当教員名(科目責任者) / Professor in charge of the subject BEH SIEWKEE / Shuki Bee 授業担当教員名(オムニバス科目等) / Professor(s) BEH SIEWKEE / Shuki Bee 料目分類 / 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 教算外年次 / Year 対象年次 / Year 1,2,3,4 謝妻形態 / Class Form 演習 / Seminar 教室 / Class room 教養教育A棟11 / RoomA-11 対象学生(クラス等) / Object Student 全学 担当教員研究室/Laboratory 言語教育研究センター(111号室) 担当教員オフィスアワー/Office hours 1. Before and after class. 授業の概要及び位置づけ/Course Outline and Dijectives This course is designed to develop students' communication skills. Each class students with the opportunity to learn words, phrases and dialogues that are the topics. 授業到達目標/Goal By the end of the course, students should be able to use English for expressi ideas and feelings. 授業方法(学習指導法)/Method Students with nave the opportunity to interact and communicate with each othe completing tasks given in the class. 授業方法(学習指導法)/Method Students with nave the opportunity to interact and communicate with each othe completing tasks given in the class. 授業内容/Class outline/Con Each class deats with an everyday topic. The tasks are designed to help stude their (ow in ideas and experiences.			
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授業內容/Class outline/Con Each class deals with an everyday topic. The tasks are designed to help stude their own ideas and experiences.	Students will have the opportunity to interact and communicate with each other by		
	Each class deals with an everyday topic. The tasks are designed to help students telling their own ideas and experiences.		
事前、事後学習の内容/Preparation & Review lesson by reviewing the previous lesson and pre-reading the unit that will be	Students should be prepared to spend approximately 15–30 minutes preparing for each lesson by reviewing the previous lesson and pre-reading the unit that will be covered in each class. Furthermore, following each class, students will be required to do homework		
キーワード/Key word Active Learning, Task-based Learning and Teaching and Cross-cultural Understa	nding		
教科書・教材・参考書/Textbook,Teaching material,and Reference book Sh ohakusha (生協による教室内販売あり)	Welcome to Kyushu, Japan		
成績評価の方法・基準等/Evaluation Attendance, Participation & Presentation 20% Mini-Test 50% Final Examination 30%	Attendance, Participation & Presentation 20% Mini-Test 50%		
受講要件(履修条件)/Requirements1.毎回、テキストとノートを持参すること 2.英英辞典を準備すること (携帯電話不可)			
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 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	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		
備考(URL)/Remarks(URL)			
学生へのメッセージ/Message for students Practice makes perfect!			
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 1 & Unit 2			
第3回 Unit 2 & Unit 3			
第4回 Unit 3 & Unit 4			
第5回 Unit 4 & Unit 5			
第6回 Unit 5 & Unit 6			
第7回 Unit 6 & Unit 7			

	Unit 7: Prepare Group Presentation
第9回	Unit 7: Perform Group Presentation
第10回	Unit 8
第11回	Unit 9
第12回	Unit 10
第13回	Unit 11
第14回	Unit 12
第15回	Unit 13
第16回	Final Examination

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 4	
	2017/04/06 ~ 2017/07/26			
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	20170590001038	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	マーク ティーダマン/Tiedeman Mark Dana			
授業担当教員名(科目責任者) /Professor in charge of the subject	マーク ティーダマン/Tiedeman	マーク ティーダマン/Tiedeman Mark Dana		
授業担当教員名(オムニバス科目等) /Professor(s)	マーク ティーダマン/Tiedeman			
科目分類/Class type	▲ 科目群 外国語科目(既習), :■ 職免許科目・その他	外国語科目,A科目群 外国語科目	(英語),外国語科目, 教	
	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) /Object Student				
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	置き換えて送信してください)	
担当教員研究室/Laboratory				
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 a			
授業の概要及び位置づけ/Course Outline and Objectives	and reading through listening and readings in English to be a	ing students' basic English ski experiences and production exerc done as homework.	ises in class and exercises	
授業到達目標/Goal	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.			
授業方法(学習指導法)/Method	In class, we will focus on listening and speaking skills by going through the Breakthrough 1 course book using video and extensive pair-work exercises. Work on English grammar and structure with a text preparing students for the Reading Section of the TOEIC Test will be assigned as home work. Homework assignments will be regularly checked and four quizzes over the material will be given.			
授業内容/Class outline/Con	Classes will begin with the collection and checking of the homework assignment and the class will end with a presentation and brief discussion of the materials in the homework assignment. Most of the class time will be devoted to the listening and speaking exercises contained in the Breakthrough book as well as many additional exercises to give students as much practice using English during the class time as possible.			
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		C Test, Kinseido; Breakthrough P earner's Dictionary (learnersdic		
成績評価の方法・基準等/Evaluation	Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com) 10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough			
	Dreaktinougi			
アクセシビリティ/Accessibility	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.			
授業計画詳細/Course Schedule				
回(日時)/Time(date and time)	授業内容/Contents			

授業内容-1回	Introduction to the class, Mixing activity
授業内容-2回	TOEIC Unit 1; Breakthrough Unit 1
授業内容-3回	TOEIC Unit 2; Breakthrough Unit 1
授業内容-4回	TOEIC Unit 3,4; Breakthrough Unit 2
授業内容-5回	TOEIC Unit 5, Breakthrough Unit 3
授業内容-6回	TOEIC Unit 6; Quiz TOEIC Units 1–5; Breakthrough Unit 4
授業内容-7回	TOEIC Unit 7,8; Breakthrough Unit 5
授業内容-8回	TOEIC Unit 9,10; Breakthrough Unit 6
授業内容-9回	TOEIC Unit 11, Quiz TOEIC Units 6–10; Breakthrough Unit 7
授業内容-10回	TOEIC Unit 12,13; Breakthrough Unit 8
授業内容-11回	TOEIC Unit 14,15; Breakthrough Unit 9
授業内容-12回	TOEIC Unit 16, Quiz TOEIC Units 11–15; Breakthrough Unit 10
授業内容-13回	TOEIC Unit 17,18; Breakthrough Unit 11
授業内容-14回	TOEIC Unit 19,20; Breakthrough Unit 12
授業内容-15回	TOEIC Quiz Units 16-20; Review of Breakthrough for the test
授業内容-16回	Final Test over Breakthrough

学期/Semester	2017年度/Academic Year 前期 /First Semester	曜日・校時 / Day・Period	水/Wed 4	
開講期間/Class period	2017/04/06 ~ 2017/07/26			
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	20170590001039	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	DAWN MICHELE RUHL / DAWN MICHELE RUHL			
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHEL	DAWN MICHELE RUHL / DAWN MICHELE RUHL		
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHEL	-		
科目分類/Class type	職免許科目・その他	外国語科目,A科目群 外国語科目 		
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) /Object Student				
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp(メーノ	レを送信する際は を®に置き換えて	送信してください)	
担当教員研究室/Laboratory	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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. At the end of the class students will have one typed 800 word essay in 1st language or and the end of the class students will have one typed 800 word essay in 1st language or the favorite that has been actively read and evaluated. 			
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 			

授業方法(学習指導法)/Method	Students will be in groups of 3 or 4 or 5. Groups will be changed often. Groups will be negotiated deliberately and randomly. Class 1-6: Lecture/Recitation 25% Discussion/Independent Study/Tutoring 75% Class 7-8 : Lecture/Recitation 25% & 15-16 Independent Study/Tutoring 90% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20% Hard Science Class 1-6: Lecture/Recitation 40% Discussion/Independent Study/Tutoring 60% Class 7-8 : Lecture/Recitation 30% & 15-16 Independent Study/Tutoring 70% Class 9-14: Lecture/Recitation 20% Laboratory/Hands-On Learning 60% Discussion/Tutoring 20%
授業内容/Class outline/Con	Class 1-6: Timed weekly extensive reading comments in 1st language 3x/wk; Timed free and faster writing in 1st language and English 2x/wk & graphs; Timed free and faster speaking with Self in 1st language and English 2x/wk and graphs; Grammar Practice 1-5; 2 Mind Maps: Self Introduction ? 7 Main Points; Presentation Favorite ? 5 Main Points + Introduction and Conclusion; 7 Zentanagles; 3 Favorites with 5 questions answered in Notebooks; Keywords circled; 2 Quotes for each favorite; Class 7: Speaking Fluency Data ? Solo Recording and Words Per Minute calculation; Fluency Balance Check Class 8: Midterm Check Data: Reading Comments, Free and Faster Writing in 1st language and English word totals; Activity progress evaluations & Goal setting. Class 19: Workshop Class 10-12: Project, Essay, Presentation Hands-On Experience in small groups. Evaluations. Class 14-14: Second Chance for Presentation and Essay, respectively. Updated Evaluations. *2 HOMEWORK: 1) Activity Evaluation; 2) GOALS/GOALS IN Map Class 15:* Final Test Data ? All Homework will be checked. Free and Faster Writing in 1st language and English; Total Reading Comments (50) in 1st language; 3 Mind Maps: Self Introduction, Presentation, Goals/Goals In; Activity Evaluation and Feedback. Class 16: *Final Test Speaking Fluency Data ? Solo Recordings in 1st language and English 5-10 minutes each. Words Per Minute calculations, Fluency balance and Improvement noted.

	Weekly Homework to Class 1-Class 7: Review weekly Free and Fast Writing & 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 & 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)
事前、事後学習の内容/Preparation & Review	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 & 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
キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
受講要件(履修条件)/Requirements	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.

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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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.

学期/Semester	2017年度/Academic Year 前期	曜日・校時 / Day・Period	金/Fri 3
	/First Semester		<u>, , , , , , , , , , , , , , , , , , , </u>
開講期間/Class period	2017/04/06 ~ 2017/07/21		
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	20170590001040	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	DAWN MICHELE RUHL / DAWN MICHELE RUHL		
授業担当教員名(科目責任者) /Professor in charge of the subject	DAWN MICHELE RUHL / DAWN MICHELE RUHL		
授業担当教員名(オムニバス科目等) /Professor(s)	DAWN MICHELE RUHL / DAWN MICHELE RUHL		
科目分類 / Class type	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) /Object Student			
担当教員Eメールアドレス/E-mail address	•	レを送信する際は を®に置き換えて	
担当教員研究室/Laboratory	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 Outline and Objectives	 At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 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. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 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. At the end of the class students will have one to minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	 Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open- divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

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キーワード/Key word	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.
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
成績評価の方法・基準等/Evaluation	Midterm Test ? Free and Faster Writing in 1st language 10% & English 10%; 1st language Reading Comments (30); Final Test - Free and Faster Writing in 1st language 10% & 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%
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アクセシビリティ/Accessibility	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 accomodations as necessary and appropriate. If you have any questions o reconcerns regarding reasonable accomodations 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 suddently 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	The instructor and TA support your hobby, interests and activities and encourages each learner to connect their intrinsic motivation to class activities. Learners are reminded that developing a habit of sustainable fluency activities is a process and therefore weekly attention outside of class is helpful and will over time increase familiarity and positive Flow experiences. Research presentations related to your area of study - the issues that are talked about in your field are excellent research presentation possibilities. If you do sports, love art, play music, these are excellent research presentation possibilities. TA will visit: Class 3, Class 4, Class 5, Class 6 and Class 9, Class 13 and Class 15. Please look forward to the TA visiting and chat with the TA about Favorites and Questions that you have. Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.
授業計画詳細/Course Schedule	
回(日時)/Time(date and time)	授業内容/Contents
Day 1	<pre>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)</pre>
Day 2	<pre>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)</pre>

Day 3	<pre>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)</pre>
Day 4	<pre>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)</pre>
Day 5	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 6	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 7	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.
Day 8	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 queston + 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.
Day 9	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 TypingEssay answers, introduction and conclusion according to Rubric; Update Presentation Mind Map with Introduction and Conclusion keywords & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes
Day 10	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 & answer details; Re-read Essay ? aim for complete Introduction and Conclusion.
Day 11	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 & answer details; Practice recording Presentation Favorite and Listen to Presentation recording and re-read Essay ? aim for improvement by Class 14.
	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.
Day 12	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 & answer details; Listen to Presentation recording and re-read Essay ? aim for improvement next 2 classes

Day 13	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;
Day 14	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.
Day 15	 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.
Day 16	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 acitvity 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.