

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003001	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	メリッサ マカララド / Melissa Ramos Macalalad		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟23 / RoomA-23		
対象学生(クラス等) / Object Student	1st, 2nd, 3rd, 4th year students		
担当教員Eメールアドレス/E-mail address	cgsatuito aqr.bbiq.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室/Laboratory	NA		
担当教員TEL/Tel	095-883-4228		
担当教員オフィスアワー/Office hours	By appointment		
授業の概要及び位置づけ/Course Outline and Objectives	The course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標/Goal	The goal is to achieve improved listening and speaking skills.		
授業方法(学習指導法)/Method	The students do listening and speaking practice on topics which are frequently taken up in daily conversations. These are topics related to our personal lives (ex: family, friends, feelings), our interests (ex: music, movies, shopping), common discussion topics (ex: health, education, work), etc.		
授業内容/Class outline/Con	#1 Explanation of course requirements. Unit 1: Family #2 Unit 2: Friends #3 Unit 3: Customs #4 Unit 4: Education #5 Unit 5: Sports #6 Unit 6: Work #7 Unit 7: Food #8 Unit 8: Studying English #9 Unit 9: Health #10 Unit 10: Clothes #11 Unit 11: Traveling #12 Unit 12: Music #13 Unit 13: Movies #14 Unit 14: Shopping #15 Unit 15: Internet #16 Final examination		
事前、事後学習の内容/Preparation & Review	Students need to prepare for class by completing homework assigned for the next class and by listening to the audio of assigned unit to be taken up.		
キーワード/Key word	dictation, listening comprehension, common usage patterns		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	English Listening and Speaking Patterns By: Andrew E. Bennett ISBN 978-4-523-17747-0		
成績評価の方法・基準等/Evaluation	Homework and class participation: 30% Final examination: 70%		
受講要件(履修条件)/Requirements	Assigned textbook per student Minimum required attendance		
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	Strengthening your listening skill will greatly improve your speaking ability. Do listening practice whenever you can.		

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003002	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E1) / 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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>In groups: Rhythms and Sounds and Words; Teacher Role - what is the role of a teacher? Who can be a teacher? Mentor? Friend? Resources? Inner Teacher? Write Ideas. Reading aloud -Surfer; 10 minute walk and talk. Collect student introductions and teacher role feedback. Homework: Reading Surfer; Write about being a life long learner. What is the role of the student?</p>
Day 2	<p>Rhythms and sounds and words; 5 human drum rhythms. Homework check. Reading aloud Different Worlds; Self- introduction Map? draw one main point with a design and with details: MUSIC. 10 minutes walk and talk with map. Decide a gesture and personal symbol (for homework). Draw personal symbol in middle of map. Give back homework. Write comments on board. Finish with free writing ? respond to my comments on board and individually in Free Writing. Homework: Read .Different Worlds; Mind Map one main point music with details. Add details. Add symbol in the middle. Draw new design? Decide another main point.</p>
Day 3	<p>Rhythms and sounds and words and a gesture and a symbol. Drum rhythm Quiz/review. NEW: Maslow 's Hierarchy of Needs and colors. Check Homework. Read aloud ? Armand 's Journey. Mind Map - new main point and details. New design. Walk and Talk. Survival Research Questions: environment, nature, climate, city, country, mindset, SOUL, FEARS, indigenous peoples harmony with nature- cycles for sustaining food and water sources, knowledge passed down through songs and cautionary tales, astronomy ? sun signs. Free writing. Collect Feedback. Homework: Reading Different Worlds.Mind Map with new design. Find a favorite quote.</p>
Day 4	<p>Sounds, Rhythms, Drum beats. Add a line to Map ? Goal/Dreams: add sun sign and life number, animal year, kanji & name symbolism. Add a quote. Review Maslow's Hierarchy + Fear: freeze, run away, fight OR embrace fear; stepping stone or quicksand?; how fear is a guide to new challenges and new ways of understanding & personal growth? Life Numbers. - WALK & TALK. Asking Research Questions; Free Writing.</p>
Day 5	<p>Groups do warm up; NEW: sounds are color; impromptu speaking or role play. Mind Map: Health/Self Care ? favorite colors/symbolism. Students write to me: favorite color, favorite quote, life number/sun sign/ important symbolisms & Hand in next week. Game-Board Review. Reading with partners ? Free Writing.</p>
Day 6	<p>Groups do warm up & new quotes; impromptu speaking and problem solving. Add new line to Map: Love/Self Love: 4 kinds of Love (or more). Examples of love from Books. Reading with Partners ? page numbers (5 minutes each). Walk and Talk. Homework - reading surfer - unconditional love; free writing: new quote and unconditional love inspiration; Mind Map with design new main points with details, symbol/picture in middle. Hand in next week. Write about your first research presentation proposal. Hand in next week. NEXT WEEK IS SUSTAINABLE FLUENCY PRACTICE MIDTERM.</p>

Day 7	Midterm: Sustainable fluency check. Hand in Research Presentation Proposal. Mind Map. Group Check. Hand In. Research Presentation Rubric design.
Day 8	Group Warm Up Research Presentation: Questions and Supporting Data Walk and Talk Visual Map Workshop Research Presentation Outline; Free Writing
Day 9	Research Presentations in Groups Assessment in groups with Rubric Discussion Hand in Assessments
Day 10	Warm Up Research Presentation 2 New questions; check assessments - make improvements; research sources. Visual Map Workshop
Day 11	Research Presentations in Groups Assessment in groups with Rubric Discussion Hand in assessments
Day 12	Research Presentation 3 New Questions; Check assessments- make improvements; research sources Visual Map Workshop
Day 13	Research Presentations Assessment in groups with Rubric Discussion Hand in Assessments
Day 14	Research Presentation Last Chance New Questions; Check assessments - make improvements; research sources Visual Map Workshop
Day 15	Research Presentations Last Chance Assessment in groups with Rubric Discussions Hand in Assessments Celebrations
Day 16	Final Class Sustainable Fluency Practice - Reading, Writing, speaking. Map, Writing, or Speaking Discussion question - optional bonus points.

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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	20170590003003	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E2) / 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 Mark Dana		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟34 / RoomB-34		
対象学生(クラス等) / 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 appointment		
授業の概要及び位置づけ / Course Outline and Objectives	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 material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 2, Macmillan; Online Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
成績評価の方法・基準等 / Evaluation	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
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	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

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授業科目名 / Subject	英語コミュニケーション (E3) / English Communication		
編集担当教員 / Professor in charge of putting 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		
授業担当教員名 (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	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 13:00-14:00		
授業の概要及び位置づけ/Course Outline and Objectives	This class will continue the development of English communication skills necessary for study at a university started in Communication I. 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	Discussions, class assignments and textbook work. ?		
授業方法(学習指導法)/Method	Students will be able to study in an English environment and become interested in studying abroad.		
授業内容/Class outline/Con	We will follow the textbook Impact Issues 2.		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Day, R., Shaules, J. & Yamanaka, J. (2013), Impact Issues 2, Hong Kong, Pearson Longman. ?		
成績評価の方法・基準等/Evaluation	Assignments 20% Participation 25% Quizzes 15% Reading (40,000 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)			
学生へのメッセージ/Message for students	I hope you are ready to work hard and enjoy the class. ?		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions ? Class Overview
2回	Unit 8
3回	Unit 8
4回	Unit 9
5回	Unit 9
6回	Unit 11
7回	Unit 11
8回	Unit 13
9回	Unit 13
10回	Unit 16
11回	Unit 16
12回	Unit 17
13回	Unit 17
14回	Unit 18
15回	Unit 18
16回	Final Exam

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2017/09/29 ~ 2018/01/29		
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	20170590003005	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E4) / English Communication		
編集担当教員 / Professor in charge of putting 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		
授業担当教員名 (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31 / RoomA-31		
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 13:00-14:00		
授業の概要及び位置づけ/Course Outline and Objectives	This class will continue the development of English communication skills necessary for study at a university started in Communication I. 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	Discussions, class assignments and textbook work. ?		
授業方法(学習指導法)/Method	Students will be able to study in an English environment and become interested in studying abroad.		
授業内容/Class outline/Con	We will follow the textbook Impact Issues 2.		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Day, R., Shaules, J. & Yamanaka, J. (2013), Impact Issues 2, Hong Kong, Pearson Longman. ?		
成績評価の方法・基準等/Evaluation	Assignments 20% Participation 25% Quizzes 15% Reading (40,000 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)			
学生へのメッセージ/Message for students	I hope you are ready to work hard and enjoy the class. ?		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions ? Class Overview
2回	Unit 8
3回	Unit 8
4回	Unit 9
5回	Unit 9
6回	Unit 11
7回	Unit 11
8回	Unit 13
9回	Unit 13
10回	Unit 16
11回	Unit 16
12回	Unit 17
13回	Unit 17
14回	Unit 18
15回	Unit 18
16回	Final Exam

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2017/09/29 ~ 2018/01/29		
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	20170590003006	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E5) / 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 William Sherwood		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟35(call1) / RoomC-35(call1)		
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 @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 Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時~2時まで 火: 12時3~2時まで 水: 10時30分~12時まで 木: 12時~2時まで		
授業の概要及び位置づけ/Course 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	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11回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview		
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% Homework 20% Vocabulary 25% Final Exam: 20%		
受講要件(履修条件)/Requirements			

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 後期 / Second Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2017/09/29 ~ 2018/01/29		
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	20170590003007	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E6) / 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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟45 / RoomC-45		
対象学生(クラス等) / Object Student	E6		
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法) / Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容 / Class outline / Con			
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-introduction, and textbook overview.		
2回	Unit 6: Describing daily routines		
3回	Unit 6: Describing daily routines		
4回	Unit 7: Describing locations in a room		
5回	Unit 7: Describing locations in a room		
6回	Unit 8: Talking about school subjects		
7回	Unit 8: Talking about school subjects		
8回	Mid-term		
9回	Unit 9: Giving instructions for cooking		
10回	Unit 9: Giving instructions for cooking		

11回	Unit 10: Describing current actions
12回	Unit10: Describing current actions
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
16回	Vocabulary final

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003008	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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 Mark Dana		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟34 / RoomB-34		
対象学生(クラス等) / 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 appointment		
授業の概要及び位置づけ/Course Outline and Objectives	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 material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 2, Macmillan; Online Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
成績評価の方法・基準等/Evaluation	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
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	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 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003009	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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		
授業担当教員名 (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	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 and after class or by appointment		
授業の概要及び位置づけ/Course Outline and Objectives	This class is the final in a series of courses designed to develop the English communication skills necessary for study at a university started in Communication I and continued in Communication II. 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 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 material, and Reference book	Sullivan, K & Beuckens, T. (2009), Impact Conversation 2, Pearson 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	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			

回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions ? Class Overview
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 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003010	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Object Student	F3		
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法)/Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容/Class outline/Con			
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-introduction, and textbook overview.		
2回	Unit 6: Describing daily routines		
3回	Unit 6: Describing daily routines		
4回	Unit 7: Describing locations in a room		
5回	Unit 7: Describing locations in a room		
6回	Unit 8: Talking about school subjects		
7回	Unit 8: Talking about school subjects		
8回	Mid-term		
9回	Unit 9: Giving instructions for cooking		
10回	Unit 9: Giving instructions for cooking		

11回	Unit 10: Describing current actions
12回	Unit10: Describing current actions
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
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
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	20170590003011	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (G1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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11 / RoomA-11		
対象学生(クラス等) / Object Student	多文化社会学部		
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	1. Before and after class. 2. 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 Teaching and Learning, Cross-cultural Understanding		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan (Shohakusha)		
成績評価の方法・基準等/Evaluation	Attendance, Participation & Presentation 20% Mini-Test 40% Final Examination 40%		
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	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
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	水 / Wed 1
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	20170590003012	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (G2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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 William Sherwood		
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	[多文化]総合教育研究棟5F CALL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 Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月:1時~2時まで 火:12時3~2時まで 水:10時30分~12時まで 木:12時~2時まで		
授業の概要及び位置づけ/Course 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	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11回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview		
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% Homework 20% Vocabulary 25% Final Exam: 20%		
受講要件(履修条件)/Requirements			

<p>アクセシビリティ/Accessibility</p>	<p>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。</p> <p>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</p>
<p>備考 (URL) /Remarks(URL)</p>	
<p>学生へのメッセージ/Message for students</p>	

学期 / Semester	2017年度 / Academic Year 前期 / First Semester	曜日・校時 / Day・Period	水 / Wed 2
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	20170590003013	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (科目責任者) / Professor in charge of the subject	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (オムニバス科目等) / Professor(s)	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟23 / RoomA-23		
対象学生(クラス等) / Object Student	多文化社会学部		
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Laboratory			
担当教員TEL/Tel	819-2943		
担当教員オフィスアワー/Office hours	Before and after class and by appointment.		
授業の概要及び位置づけ/Course Outline and Objectives	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Goal	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
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 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 will cover one of the task-based units in the course book (as shown below) and 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			
キーワード/Key word	Task-Based Learning, Cultural Diversity, Kyushu		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
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 strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考(URL)/Remarks(URL)			
学生へのメッセージ/Message for students	Learning a language can be one of the most exhilarating experiences a person can have. I very much look forward to embarking on this wonderful journey with you!		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
第1回	Course Introduction, Unit 1: Self-introductions and Textbook Overview		

第2回	Unit 2: Travel Advice
第3回	Unit 3: Room and Board
第4回	Unit 4: Finding Your Way Around
第5回	Unit 5: Experience the Sights
第6回	Unit 6: Popular Destinations in Kyushu
第7回	Unit 7: Prepare Group Presentation
第8回	Perform Group Presentation
第9回	Unit 8: Arranging a Day Out
第10回	Unit 9: Trying New Foods
第11回	Unit 10: Choosing the Right Hotel
第12回	Unit 11: Festival Fun
第13回	Unit 12: Leisure Activities
第14回	Unit 13: Buying Souvenirs
第15回	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye
第16回	Final Exam

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003014	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 1
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003015	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	1. Before and after class. 2. 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	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@m1.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		

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 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003016	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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 William Sherwood		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟36(call2) / RoomC-36(call2)		
対象学生(クラス等) / 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 Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時~2時まで 火: 3時~4時まで 水: 4時~5時まで 木: 12時~2時まで		
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	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11回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview		
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% Homework 20% Vocabulary 25% Final Exam: 20%		
受講要件(履修条件)/Requirements			

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 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003017	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (L1) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / 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	1. Before and after class. 2. 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 20%		
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	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@m1.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		

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 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003018	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (L2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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 William Sherwood		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟35(call1) / RoomC-35(call1)		
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 Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時~2時まで 火: 12時3~2時まで 水: 10時30分~12時まで 木: 12時~2時まで		
授業の概要及び位置づけ/Course 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	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11回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview		
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% Homework 20% Vocabulary 25% Final Exam: 20%		
受講要件(履修条件)/Requirements			

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 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003019	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Object Student	L3		
担当教員Eメールアドレス/E-mail address			
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法)/Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容/Class outline/Con			
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-introduction, and textbook overview.		
2回	Unit 6: Describing daily routines		
3回	Unit 6: Describing daily routines		
4回	Unit 7: Describing locations in a room		
5回	Unit 7: Describing locations in a room		
6回	Unit 8: Talking about school subjects		
7回	Unit 8: Talking about school subjects		
8回	Mid-term		
9回	Unit 9: Giving instructions for cooking		
10回	Unit 9: Giving instructions for cookin		

11回	Unit 10: Describing current actions
12回	Unit10: Describing current actions
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
16回	Vocabulary final

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003020	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (科目責任者) / Professor in charge of the subject	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (オムニバス科目等) / Professor(s)	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Object Student			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Laboratory	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course Outline and Objectives	This class is designed to improve basic communication skills and to further develop students` confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Goal	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
授業方法(学習指導法)/Method	Each unit in the textbook has a very clear target?for each student to create a scrapbook showing family, friends, interests, hometown, and many other important topics.The class will be taught using listening exercises, discussions, pair-work, and group-		
授業内容/Class outline/Con	<p>授業内容-1回 Course introduction, self-introduction, and textbook overview.</p> <p>授業内容-2回 Unit 1: Hometown</p> <p>授業内容-3回 Unit 1: Hometown</p> <p>授業内容-4回 Unit 2: Music</p> <p>授業内容-5回 Unit 2: Music</p> <p>授業内容-6回 Unit 3: Books</p> <p>授業内容-7回 Unit 3: Books</p> <p>授業内容-8回 Mid-term group presentation</p> <p>授業内容-9回 Unit 4: Family</p> <p>授業内容-10回 Unit 4: Family</p> <p>授業内容-11回 Unit 5: Travel</p> <p>授業内容-12回 Unit 5: Travel</p> <p>授業内容-13回 Unit 6: School and Friends</p> <p>授業内容-14回 Unit 6: School and Friends</p> <p>授業内容-15回 Unit 7: Food</p> <p>授業内容-16回 Final group presentation</p>		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
成績評価の方法・基準等/Evaluation	Attendance and Partipation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>		

備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003021	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / 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	1. Before and after class. 2. 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	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@m1.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		

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 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003022	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003023	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	メリッサ マカララド / Melissa Ramos Macalalad		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟23 / RoomA-23		
対象学生(クラス等) / Object Student	1st, 2nd, 3rd, 4th year students		
担当教員Eメールアドレス/E-mail address	cgsatuito aqr.bbiq.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室/Laboratory	NA		
担当教員TEL/Tel	095-883-4228		
担当教員オフィスアワー/Office hours	By appointment		
授業の概要及び位置づけ/Course Outline and Objectives	This course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標/Goal	The goal is to achieve improved listening and speaking skills.		
授業方法(学習指導法)/Method	The students do listening and speaking practice on topics which are frequently taken up in daily conversations. These are topics related to our personal lives (ex: family, friends, feelings), our interests (ex: music, movies, shopping), common discussion topics (ex: health, education, work), etc.		
授業内容/Class outline/Con	#1 Explanation of course requirements. Unit 1: Family #2 Unit 2: Friends #3 Unit 3: Customs #4 Unit 4: Education #5 Unit 5: Sports #6 Unit 6: Work #7 Unit 7: Food #8 Unit 8: Studying English #9 Unit 9: Health #10 Unit 10: Clothes #11 Unit 11: Traveling #12 Unit 12: Music #13 Unit 13: Movies #14 Unit 14: Shopping #15 Unit 15: Internet #16 Final examination		
事前、事後学習の内容/Preparation & Review	Students need to prepare for class by completing homework assigned for the next class and by listening to the audio of the assigned unit to be taken up.		
キーワード/Key word	dictation, listening comprehension, common usage patterns		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	English Listening and Speaking Patterns By: Andrew E. Bennett ISBN 978-4-523-17747-0		
成績評価の方法・基準等/Evaluation	Homework and class participation: 30% Final examination: 70%		
受講要件(履修条件)/Requirements	Assigned textbook per student Minimum required attendance		
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	Strengthening your listening skill will greatly improve your speaking ability. Do listening practice whenever you can.		

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003024	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (M2) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (科目責任者) / Professor in charge of the subject	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (オムニバス科目等) / Professor(s)	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟31 / RoomA-31		
対象学生(クラス等) / Object Student			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Laboratory	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course Outline and Objectives	This class is designed to improve basic communication skills and to further develop students` confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Goal	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
授業方法(学習指導法)/Method	Each unit in the textbook has a very clear target?for each student to create a scrapbook showing family, friends, interests, hometown, and many other important topics.The class will be taught using listening exercises, discussions, pair-work, and group-		
授業内容/Class outline/Con	授業内容-1回 Course introduction, self-introduction, and textbook overview. 授業内容-2回 Unit 1: Hometown 授業内容-3回 Unit 1: Hometown 授業内容-4回 Unit 2: Music 授業内容-5回 Unit 2: Music 授業内容-6回 Unit 3: Books 授業内容-7回 Unit 3: Books 授業内容-8回 Mid-term group presentation 授業内容-9回 Unit 4: Family 授業内容-10回 Unit 4: Family 授業内容-11回 Unit 5: Travel 授業内容-12回 Unit 5: Travel 授業内容-13回 Unit 6: School and Friends 授業内容-14回 Unit 6: School and Friends 授業内容-15回 Unit 7: Food 授業内容-16回 Final group presentation		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
成績評価の方法・基準等/Evaluation	Attendance and Partipation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
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	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003025	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (M3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Object Student	M3		
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法) / Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容 / Class outline / Con			
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: 978-1-896942-66-7		
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-introduction, and textbook overview.		
2回	Unit 6: Fluency with money and prices		
3回	Unit 6: Fluency with money and prices		
4回	Unit 7: Talking about the future		
5回	Unit 7: Talking about the future		
6回	Unit 8: Discussing the past		
7回	Unit 8: Discussing the past		
8回	Mid-term		
9回	Unit 9: Giving directions		
10回	Unit 9: Giving directions		

11回	Unit 10: Describing cities
12回	Unit 10: Describing cities
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
16回	Vocabulary final

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003026	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Object Student	M4		
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法) / Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容/Class outline/Con			
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: 978-1-896942-66-7		
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-introduction, and textbook overview.		
2回	Unit 6: Fluency with money and prices		
3回	Unit 6: Fluency with money and prices		
4回	Unit 7: Talking about the future		
5回	Unit 7: Talking about the future		
6回	Unit 8: Discussing the past		
7回	Unit 8: Discussing the past		
8回	Mid-term		
9回	Unit 9: Giving directions		
10回	Unit 9: Giving directions		

11回	Unit 10: Describing cities
12回	Unit 10: Describing cities
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
16回	Vocabulary final

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003027	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (科目責任者) / Professor in charge of the subject	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名 (オムニバス科目等) / Professor(s)	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / Object Student			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Laboratory	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course Outline and Objectives	This class is designed to improve basic communication skills and to further develop students` confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Goal	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
授業方法(学習指導法)/Method	Each unit in the textbook has a very clear target?for each student to create a scrapbook showing family, friends, interests, hometown, and many other important topics.The class will be taught using listening exercises, discussions, pair-work, and group-		
授業内容/Class outline/Con	<p>授業内容-1回 Course introduction, self-introduction, and textbook overview.</p> <p>授業内容-2回 Unit 1: Hometown</p> <p>授業内容-3回 Unit 1: Hometown</p> <p>授業内容-4回 Unit 2: Music</p> <p>授業内容-5回 Unit 2: Music</p> <p>授業内容-6回 Unit 3: Books</p> <p>授業内容-7回 Unit 3: Books</p> <p>授業内容-8回 Mid-term group presentation</p> <p>授業内容-9回 Unit 4: Family</p> <p>授業内容-10回 Unit 4: Family</p> <p>授業内容-11回 Unit 5: Travel</p> <p>授業内容-12回 Unit 5: Travel</p> <p>授業内容-13回 Unit 6: School and Friends</p> <p>授業内容-14回 Unit 6: School and Friends</p> <p>授業内容-15回 Unit 7: Food</p> <p>授業内容-16回 Final group presentation</p>		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
成績評価の方法・基準等/Evaluation	Attendance and Partipation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>		

備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003028	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

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備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003029	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. 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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<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

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キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2017/09/29 ~ 2018/01/23		
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	20170590003030	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Object Student	P2		
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, students should have improved both their English vocabulary and communication abilities.		
授業方法(学習指導法)/Method	In-class listening activities, speaking in pairs, memorizing conversations. Studying vocabulary for homework.		
授業内容/Class outline/Con			
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: 978-1-896942-66-7		
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-introduction, and textbook overview.		
2回	Unit 6: Fluency with money and prices		
3回	Unit 6: Fluency with money and prices		
4回	Unit 7: Talking about the future		
5回	Unit 7: Talking about the future		
6回	Unit 8: Discussing the past		
7回	Unit 8: Discussing the past		
8回	Mid-term		
9回	Unit 9: Giving directions		
10回	Unit 9: Giving directions		

11回	Unit 10: Describing cities
12回	Unit 10: Describing cities
13回	Unit 12: Fluency with large numbers
14回	Unit 12: Fluency with large numbers
15回	Textbook Final
16回	Vocabulary final

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003031	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	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	1. Before and after class. 2. 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 Shohakus ha (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	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@m1.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		

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 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2017/09/29 ~ 2018/01/26		
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	20170590003032	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (T10) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標 / Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003033	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	メリッサ マカララド / Melissa Ramos Macalalad		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Object Student	1st, 2nd, 3rd, 4th year students		
担当教員Eメールアドレス / E-mail address	cgsatuito aqr.bbiq.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室 / Laboratory	NA		
担当教員TEL / Tel	095-883-4228		
担当教員オフィスアワー / Office hours	By appointment		
授業の概要及び位置づけ / Course Outline and Objectives	The course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標 / Goal	The goal is to achieve improved listening and speaking skills.		
授業方法(学習指導法) / Method	The students do listening and speaking exercises on topics which are frequently taken up in daily conversations. These are topics related to our personal lives (ex: family, friends, feelings), our interests (ex: music, movies, shopping), common discussion topics (ex: health, education, work), etc.		
授業内容 / Class outline / Con	#1 Explanation of course requirements. Unit 1: Family #2 Unit 2: Friends #3 Unit 3: Customs #4 Unit 4: Education #5 Unit 5: Sports #6 Unit 6: Work #7 Unit 7: Food #8 Unit 8: Studying English #9 Unit 9: Health #10 Unit 10: Clothes #11 Unit 11: Traveling #12 Unit 12: Music #13 Unit 13: Movies #14 Unit 14: Shopping #15 Unit 15: Internet #16 Final examination		
事前、事後学習の内容 / Preparation & Review	Students need to prepare for class by completing homework assigned for the next class and by listening to the audio of the assigned unit to be taken up.		
キーワード / Key word	dictation, listening comprehension, common usage patterns		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	English Listening and Speaking Patterns By: Andrew E. Bennett ISBN 978-4-523-17747-0		
成績評価の方法・基準等 / Evaluation	Homework and class participation: 30% Final examination: 70%		
受講要件(履修条件) / Requirements	Assigned textbook per student Minimum required attendance		
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	Strengthening your listening skills will greatly improve your speaking ability. Do listening practice whenever you can.		

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003034	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (T3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003035	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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		
授業担当教員名 (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	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 & after class or by appointment		
授業の概要及び位置づけ/Course Outline and Objectives	This class is the final in a series of courses designed to develop the English communication skills necessary for study at a university started in Communication I and continued in Communication II. 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 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 material, and Reference book	Sullivan, K & Beuckens, T. (2009), Impact Conversation 2, Pearson 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	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			

回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions ? Class Overview
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 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2017/09/29 ~ 2018/01/24		
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	20170590003036	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	1. Before and after class. 2. 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	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@m1.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		

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 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003037	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / 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	<ol style="list-style-type: none"> 1. At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. 2. At the end of the class students will have learned Mind Mapping rules. 3. At the end of the class students will have mastered 7 Zentangles. 4. At the end of the class students will have 2 self-portraits. 5. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. 6. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. 7. At the end of the class students will have decided an introduction and a conclusion for each favorite. 8. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. 9. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. 10. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標/Goal	<ol style="list-style-type: none"> 1. Students will get accustomed to actively listening to instructor and classmates. 2. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. 3. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. 4. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). 5. Student will exercise deliberation and choice. 6. Student will appreciate a balance between convergent and divergent activity. 7. Students will manage their own learning through reflection and goal setting. 8. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. 9. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. 10. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		

<p>授業方法 (学習指導法) /Method</p>	<p>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%</p> <p>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%</p>
<p>授業内容/Class outline/Con</p>	<p>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 9: Workshop Class10-12: 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</p> <p>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.</p>

事前、事後学習の内容/Preparation & Review	<p>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)</p> <p>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</p>
キーワード/Key word	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>
教科書・教材・参考書/Textbook, Teaching material, and Reference book	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
成績評価の方法・基準等/Evaluation	<p>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%</p>
受講要件 (履修条件) /Requirements	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>

アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>
備考 (URL) /Remarks(URL)	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
学生へのメッセージ/Message for students	<p>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.</p> <p>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.</p> <p>Thank You for being patient with the instructor's level of Japanese. Thank You for trying activities that are new to you.</p>
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
Day 1	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
Day 2	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote, 5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>

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

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

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

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003038	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名(科目責任者) / Professor in charge of the subject	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
授業担当教員名(オムニバス科目等) / Professor(s)	DATZMAN BRIEN ROBERT / DATZMAN BRIEN ROBERT		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟31 / RoomA-31		
対象学生(クラス等) / Object Student			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Laboratory	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course Outline and Objectives	This class is designed to improve basic communication skills and to further develop students` confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Goal	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
授業方法(学習指導法)/Method	Each unit in the textbook has a very clear target?for each student to create a scrapbook showing family, friends, interests, hometown, and many other important topics.The class will be taught using listening exercises, discussions, pair-work, and group-		
授業内容/Class outline/Con	<p>授業内容-1回 Course introduction, self-introduction, and textbook overview.</p> <p>授業内容-2回 Unit 1: Hometown</p> <p>授業内容-3回 Unit 1: Hometown</p> <p>授業内容-4回 Unit 2: Music</p> <p>授業内容-5回 Unit 2: Music</p> <p>授業内容-6回 Unit 3: Books</p> <p>授業内容-7回 Unit 3: Books</p> <p>授業内容-8回 Mid-term group presentation</p> <p>授業内容-9回 Unit 4: Family</p> <p>授業内容-10回 Unit 4: Family</p> <p>授業内容-11回 Unit 5: Travel</p> <p>授業内容-12回 Unit 5: Travel</p> <p>授業内容-13回 Unit 6: School and Friends</p> <p>授業内容-14回 Unit 6: School and Friends</p> <p>授業内容-15回 Unit 7: Food</p> <p>授業内容-16回 Final group presentation</p>		
事前、事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
成績評価の方法・基準等/Evaluation	Attendance and Partipation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
受講要件(履修条件)/Requirements			
アクセシビリティ/Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>		

備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Consistent attendance and participation are necessary for students to have success in this class. Students will also be expected to prepare and bring in materials from home.

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003039	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	メリッサ マカララド / Melissa Ramos Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	メリッサ マカララド / Melissa Ramos Macalalad		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Object Student	1st, 2nd, 3rd, 4th year students		
担当教員Eメールアドレス / E-mail address	cgsatuito aqr.bbiq.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室 / Laboratory	NA		
担当教員TEL / Tel	095-883-4228		
担当教員オフィスアワー / Office hours	By appointment		
授業の概要及び位置づけ / Course Outline and Objectives	The course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標 / Goal	The goal is to achieve improved listening and speaking skills.		
授業方法(学習指導法) / Method	The students do listening and speaking practice on topics which are frequently taken up in daily conversations. These are topics related to our personal lives (ex: family, friends, feelings), our interests (ex: music, movies, shopping), common discussion topics (ex: health, education, work), etc.		
授業内容 / Class outline / Con	#1 Explanation of course requirements. Unit 1: Family #2 Unit 2: Friends #3 Unit 3: Customs #4 Unit 4: Education #5 Unit 5: Sports #6 Unit 6: Work #7 Unit 7: Food #8 Unit 8: Studying English #9 Unit 9: Health #10 Unit 10: Clothes #11 Unit 11: Traveling #12 Unit 12: Music #13 Unit 13: Movies #14 Unit 14: Shopping #15 Unit 15: Internet #16 Final examination		
事前、事後学習の内容 / Preparation & Review	Students need to prepare for class by completing homework assigned for the next class and by listening to the audio of the assigned unit to be taken up.		
キーワード / Key word	dictation, listening comprehension, common usage patterns		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	English Listening and Speaking Patterns By: Andrew E. Bennett ISBN 978-4-523-17747-0		
成績評価の方法・基準等 / Evaluation	Homework and class participation: 30% Final examination: 70%		
受講要件(履修条件) / Requirements	Assigned textbook per student Minimum required attendance		
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	Strengthening your listening skills will greatly improve your speaking ability. Do listening practice whenever you can.		

学期 / Semester	2017年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2017/09/29 ~ 2018/01/25		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003040	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_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	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 William Sherwood		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟36(call2) / RoomC-36(call2)		
対象学生(クラス等) / 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 @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 Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時~2時まで 火: 3時~4時まで 水: 4時~5時まで 木: 12時~2時まで		
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	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11回 "Truman Show" Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview		
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% Homework 20% Vocabulary 25% Final Exam: 20%		
受講要件(履修条件)/Requirements			

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 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2017/09/29 ~ 2018/03/31		
必修選択 / Required/Elective class	必修 / required	単位数(一般/編入/留学) / Credits (general/admission/overseas)	1.0/1.0/1.0
時間割コード / Time schedule code	20170590003052	科目番号 / Subject code	05900030
科目ナンバリングコード / Numbering Code	GEEN 11262_032		
授業科目名 / Subject	英語コミュニケーション (E7) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	FRITZ ROBINSON ENRIQUE / Fritz Robinson Enrique, 古村 由美子 / Yumiko Furumura, 丸山 真純 / Maruyama Masazumi		
授業担当教員名 (科目責任者) / Professor in charge of the subject	FRITZ ROBINSON ENRIQUE / Fritz Robinson Enrique		
授業担当教員名 (オムニバス科目等) / Professor(s)	FRITZ ROBINSON ENRIQUE / Fritz Robinson Enrique		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟33 / RoomA-33		
対象学生(クラス等) / Object Student			
担当教員Eメールアドレス / E-mail address	rob-fritz@nagasaki-u.ac.jp		
担当教員研究室 / Laboratory	経済学部の本館 5 0 3		
担当教員TEL / Tel			
担当教員オフィスアワー / Office hours	Email me to make an appointment		
授業の概要及び位置づけ / Course Outline and Objectives	<p>This is a introduction level course to intercultural communication. The purpose is for students to understand the various things that influence effective intercultural communication.</p> <p>Also, students will learn how to make notes in class and maintain a notebook.</p> <p>Learning English grammar and/or vocabulary is NOT the focus of this course.</p>		
授業到達目標 / Goal	<p>Student goals are</p> <ul style="list-style-type: none"> - Learn, practice and understand effective intercultural communication - Understand what is culture - Understand what is communication - Improve confidence for face to face intercultural communication - Learn ways to make notes and understand the value of notetaking 		
授業方法(学習指導法) / Method	<p>Students will work in pairs or groups in every class. Students will be expected to be active in every class i.e. asking and answering questions with other class members and the teacher.</p> <p>Students also need to bring their notebook to every class</p>		
授業内容 / Class outline / Con	<p>This course has 3 main topics:</p> <ul style="list-style-type: none"> - Understanding communication - Understanding culture - Understanding about cultural identity and cultural stereotypes 		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	intercultural communication, culture, identity, stereotypes		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	No textbook. The teacher will give handouts in every class		
成績評価の方法・基準等 / Evaluation	<p>Completing homework: 25%</p> <p>Completing your notebook: 25%</p> <p>Google + (doing homework on Google + and interacting with others) : 25%</p> <p>Your English goals (explaining and maintaining your goals): 25%</p>		
受講要件(履修条件) / Requirements	<p>All students will attend one day at the Nagasaki International Festival (October 29th). If they cannot attend they will be considered absent.</p>		
アクセシビリティ / Accessibility	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office.</p> <p>Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp</p>		
備考 (URL) / Remarks (URL)			

学生へのメッセージ/Message for students	
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10/04	Class 1 Introductions. The course will be introduced to the students. Students will also introduced themselves to each other.
10/11	Class 2. Focus on how to take notes and maintain a notebook.
10/18	Class 3. What is communication? (part 1). Become aware about what happens in face to face communication.
10/25	Class 4. What is communication? (part 2). Understand about non-verbal communication.
10/29	Class 5. (Sunday October 29th). Students will attend Nagasaki International Festival (Dejima Wharf) for 90 minutes. Students will be asked to complete homework related to the festival. This will be explained in Class 3.
11/08	Class 6. What is communication? (part 3). Understand about verbal communication.
11/15	Class 7. What is communication? (part 4). Understand about communication misunderstandings.
11/22	Class 8. What is communication? (part 5). Practice and understand communication strategies.
11/29	Class 9. What is communication (part 6). Practice and understand communication strategies.
12/06	Class 10. What is culture (part 1). Become aware of culture and how it influences communication.
12/13	Class 11. What is culture (part 2). Become aware of culture and how it influences communication.
12/20	Class 12. What is culture (part 3). Become aware of culture and how it influences communication.
01/10	Class 13. What is culture (part 4). Become aware of culture and how it influences communication.
01/17	Class 14. Cultural stereotypes (part 1). Become aware and understand about cultural stereotypes and how these stereotypes influence intercultural communication.
01/24	Class 15. Cultural stereotypes (part 2). Become aware and understand about cultural stereotypes and how these stereotypes influence intercultural communication.
01/31	Class 16. Review. Students will review themselves, the course and think about how they have developed.