

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	月 / Mon 3
開講期間 / Class period	2018/09/28 ~ 2019/01/28		
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	20180590003001	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	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟35(call1) / RoomC-35(call1)		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ/Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

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

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開講期間 / Class period	2018/09/28 ~ 2019/01/28		
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時間割コード / Time schedule code	20180590003002	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	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before & after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will continue the development of English communication skills necessary for study at a university started in Communication I. These skills include, but not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	To be decided at a later time.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Let's enjoy English conversation.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions - Class Overview
2回	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

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開講期間 / Class period	2018/09/28 ~ 2019/01/28		
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	20180590003003	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	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟32 / RoomA-32		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Honey I love you
3rd	Just a minute!
4th	Personal Trivia
5th	Have you ever...?
6th	Connections
7th	I Like People...
8th	New Angles on Old Topics
9th	What if...?
10th	What ' s the answer?
11th	Worries in a Hat
12th	Christmas
13th	Categories
14th	American table manners
15th	Would you ever...?

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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	20180590003004	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	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟35(call1) / RoomC-35(call1)		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
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授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
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授業計画詳細 / Course Schedule			

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2	第9回 Internet Search Activity (Poetry & Quotes)/Active Listening Practice Drill/ + Music Video + Free Writing 第10回 Story-Sharing Day#2 第11回 “Truman Show” Viewing 第12回 Movie Scenes Role-Playing Activity (Listening, Speaking & Vocabulary) 第13回 Active Listening Relay Race Game (Listening & Speaking) + Interview Activity 第14回 Audio/Video Forum Recording & Feedback 第15回 Vocabulary Exam & Free-Writing Deadline 第16回 期末試験 Speaking Test: Conversation & Interview

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時間割コード / Time schedule code	20180590003005	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	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before & after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will continue the development of English communication skills necessary for study at a university started in Communication I. These skills include, but not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	To be decided at a later time.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	月 / Mon 4
開講期間 / Class period	2018/09/28 ~ 2019/01/28		
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	20180590003006	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	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>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, and every effort will be made to apply the material covered in class to the students' major subject area.</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等/Grading	Attendance and Participation: 50 %; Mid-term Examination/Presentation: 20 %; Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	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, and every effort will be made to apply the material covered in class to the students' major subject area.		
キーワード/Key word	English Communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	none		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Students are encouraged to make a concerted effort to participate in class activities and to complete homework assignments. Also, consistent attendance is mandatory to be able to pass this class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10.1	Course Introduction, Unit 1: Self-introductions and Textbook Overview
10.15	Unit 2: Travel Advice
10.22	Unit 3: Room and Board
10.29	Unit 4: Finding Your Way Around
11.5	Unit 5: Experience the Sights
11.12	Unit 6: Popular Destinations in Kyushu
11.19	Unit 7: Prepare Group Presentation
11.26	Perform Group Presentation
12.3	Unit 8: Arranging a Day Out
12.1	Unit 9: Trying New Foods
12.24	Unit 10: Choosing the Right Hotel
1.7	Unit 11: Festival Fun
1.15	Unit 12: Leisure Activities
1.21	Unit 13: Buying Souvenirs
1.28	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003007	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	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>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, and every effort will be made to apply the material covered in class to the students' major subject area.</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等/Grading	Attendance and Participation: 50 %; Mid-term Examination/Presentation: 20 %; Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	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, and every effort will be made to apply the material covered in class to the students' major subject area.		
キーワード/Key word	English Communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	none		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Students are encouraged to make a concerted effort to participate in class activities and to complete homework assignments. Also, consistent attendance is mandatory to be able to pass this class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10.2	Course Introduction, Unit 1: Self-introductions and Textbook Overview
10.9	Unit 2: Travel Advice
10.16	Unit 3: Room and Board
10.23	Unit 4: Finding Your Way Around
10.3	Unit 5: Experience the Sights
11.6	Unit 6: Popular Destinations in Kyushu
11.13	Unit 7: Prepare Group Presentation
11.2	Perform Group Presentation
11.27	Unit 8: Arranging a Day Out
12.4	Unit 9: Trying New Foods
12.11	Unit 10: Choosing the Right Hotel
12.18	Unit 11: Festival Fun
1.8	Unit 12: Leisure Activities
1.22	Unit 13: Buying Souvenirs
1.29	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003008	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL/Tel	095 819 2082		
担当教員オフィスアワー/Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	<ol style="list-style-type: none"> 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/Course goals	<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. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法（学習指導方法） /Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003009	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	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before & after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will continue the development of English communication skills necessary for study at a university started in Communication I. These skills include, but not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	To be decided at a later time.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Let's enjoy English conversation.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
1回	Introductions - Class Overview
2回	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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003010	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標 / Course goals	<ol style="list-style-type: none"> Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Student will appreciate a balance between convergent and divergent activity. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003011	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	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟44 / RoomB-44		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 Activities involving others to think from various perspectives C. 技能修得のために実践する活動 Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考(URL) / Remarks(URL)			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003012	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	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>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, and every effort will be made to apply the material covered in class to the students' major subject area.</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等/Grading	Attendance and Participation: 50 %; Mid-term Examination/Presentation: 20 %; Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	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, and every effort will be made to apply the material covered in class to the students' major subject area.		
キーワード/Key word	English Communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	none		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Students are encouraged to make a concerted effort to participate in class activities and to complete homework assignments. Also, consistent attendance is mandatory to be able to pass this class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10.2	Course Introduction, Unit 1: Self-introductions and Textbook Overview
10.9	Unit 2: Travel Advice
10.16	Unit 3: Room and Board
10.23	Unit 4: Finding Your Way Around
10.3	Unit 5: Experience the Sights
11.6	Unit 6: Popular Destinations in Kyushu
11.13	Unit 7: Prepare Group Presentation
11.2	Perform Group Presentation
11.27	Unit 8: Arranging a Day Out
12.4	Unit 9: Trying New Foods
12.11	Unit 10: Choosing the Right Hotel
12.18	Unit 11: Festival Fun
1.8	Unit 12: Leisure Activities
1.22	Unit 13: Buying Souvenirs
1.29	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003013	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	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟42 / RoomA-42		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL / Tel	819-2083		
担当教員オフィスアワー / Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ / Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標 / Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 4
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003014	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	Tom Desi / Desi Tom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tom Desi / Desi Tom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tom Desi / Desi Tom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟16 / RoomC-16		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	desi_nagasaki-u.ac.jp ? (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	Katafuchi - Hon Kan 607		
担当教員TEL/Tel	095-820-6395		
担当教員オフィスアワー/Office hours	Before & after class or by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class will continue the development of English communication skills necessary for study at a university started in Communication I. These skills include, but not limited to, forming an opinion, giving reasons, taking turns and leading a discussion. In addition, other English skills such as listening, speaking, reading, writing, presentation and intercultural communication in an academic and non-academic setting will be taught and practiced. In order to successfully complete this course, students must work hard to build up their language and study skills to a point they can understand classes taught in English and communicate with people of another culture. Students who take this course are expected to attend all classes, complete many in-class and outside-class assignments and interact with the teacher and other students.		
授業到達目標/Course goals	Students will improve their English conversation skill.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Assignments 20% Participation 20% Quizzes 20% Reading 20% Final Exam 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	To be decided at a later time.		
受講要件(履修条件) / Prerequisites, etc.	Students are expected to attend all classes and will be excused for legitimate medical or personal reasons as determined by the instructor. However, participation points will be lost for absences of any reason. Students who have 5 unexcused absences will be asked to withdraw from the course. You must send the teacher an email whenever you miss class, so he can inform you of what you missed. If you do not tell the teacher about a legitimate reason for missing class, it will be counted as unexcused.		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003015	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> 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 / Course goals	<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. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003016	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	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tiedemann Mark / Mark Tiedemann		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mdtieds tc.nagasaki-gaigo.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	095-819-2078(教養教育事務室)		
担当教員オフィスアワー/Office hours	Before and after class and by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The class will focus on improving students' basic English skills in listening, speaking and reading through listening experiences and production exercises in class and exercises and readings in English to be done as homework.		
授業到達目標/Course goals	By the end of the course, students will be expected to have a firmer command of basic grammatical structures, be more adept at understanding TOEIC Test-type reading materials, and be more comfortable listening to, responding to, and producing everyday spoken English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 Activities involving others to think from various perspectives C. 技能修得のために実践する活動 Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 2, 2nd Edition Macmillan; Online Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@m1.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 2
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003017	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	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	dannyjl3@hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ/Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 20% / Workbook: 40% / Final test: 40%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003018	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> 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 / Course goals	<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. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

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

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003019	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	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tiedemann Mark / Mark Tiedemann		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mdtieds tc.nagasaki-gaigo.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	095-819-2078(教養教育事務室)		
担当教員オフィスアワー/Office hours	Before and after class and by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The class will focus on improving students' basic English skills in listening, speaking and reading through listening experiences and production exercises in class and exercises and readings in English to be done as homework.		
授業到達目標/Course goals	By the end of the course, students will be expected to have a firmer command of basic grammatical structures, be more adept at understanding TOEIC Test-type reading materials, and be more comfortable listening to, responding to, and producing everyday spoken English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 Activities involving others to think from various perspectives C. 技能修得のために実践する活動 Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 2, 2nd Edition Macmillan; Online Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@m1.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 3
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003020	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 (E3) / English Communication		
編集担当教員 / Professor in charge of putting together the course syllabus	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003021	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標 / Course goals	<ol style="list-style-type: none"> Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Student will appreciate a balance between convergent and divergent activity. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

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

Day 3	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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>

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開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003022	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	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Tiedemann Mark / Mark Tiedemann		
授業担当教員名 (オムニバス科目等) / Professor(s)	Tiedemann Mark / Mark Tiedemann		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟14 / RoomA-14		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	mdtieds tc.nagasaki-gaigo.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel	095-819-2078(教養教育事務室)		
担当教員オフィスアワー/Office hours	Before and after class and by appointment		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The class will focus on improving students' basic English skills in listening, speaking and reading through listening experiences and production exercises in class and exercises and readings in English to be done as homework.		
授業到達目標/Course goals	By the end of the course, students will be expected to have a firmer command of basic grammatical structures, be more adept at understanding TOEIC Test-type reading materials, and be more comfortable listening to, responding to, and producing everyday spoken English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	10% TOEIC book homework, 25% TOEIC book quizzes, 15% Presentation, 50% Final Test over Breakthrough		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Essential Reading for the TOEIC Test, Kinseido; Breakthrough Plus 2, 2nd Edition Macmillan; Online Reference: Mirriam-Webster's Learner's Dictionary (learnersdictionary.com)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

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

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開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003023	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	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 4
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003024	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	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>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, and every effort will be made to apply the material covered in class to the students' major subject area.</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等/Grading	Attendance and Participation: 50 %; Mid-term Examination/Presentation: 20 %; Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	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, and every effort will be made to apply the material covered in class to the students' major subject area.		
キーワード/Key word	English Communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	none		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Students are encouraged to make a concerted effort to participate in class activities and to complete homework assignments. Also, consistent attendance is mandatory to be able to pass this class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10.3	Course Introduction, Unit 1: Self-introductions and Textbook Overview
10.1	Unit 2: Travel Advice
10.17	Unit 3: Room and Board
10.24	Unit 4: Finding Your Way Around
10.31	Unit 5: Experience the Sights
11.7	Unit 6: Popular Destinations in Kyushu
11.14	Unit 7: Prepare Group Presentation
11.21	Perform Group Presentation
11.28	Unit 8: Arranging a Day Out
12.5	Unit 9: Trying New Foods
12.12	Unit 10: Choosing the Right Hotel
12.19	Unit 11: Festival Fun
1.9	Unit 12: Leisure Activities
1.16	Unit 13: Buying Souvenirs
1.23	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003025	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> 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 / Course goals	<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. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003026	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 / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟34 / RoomB-34		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003027	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	Mason Shannon / Shannon Mason		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Mason Shannon / Shannon Mason		
授業担当教員名 (オムニバス科目等) / Professor(s)	Mason Shannon / Shannon Mason		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟26 / RoomC-26		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	shan_nagasaki-u.ac.jp (メールを送信する を@に変更して送信してください)		
担当教員研究室/Instructor office	Education main building: Room 618		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 11am-12noon. Email anytime.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course includes multiple opportunities for you to speak in English. Each week we will focus on one common conversation topic, and one communication strategy. You will engage in various activities to improve your confidence and ability to speak with limited planning, as well as developing your own interactive presentations.		
授業到達目標/Course goals	Our goals include: *Speaking as much English as possible in in-class activities to improve confidence *Learning and using a range of communication strategies *Creating interactive presentations to converse with your classmates and teacher		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Interactive presentations (10% x 6) - 60% Reflective worksheets (3% x 6) - 18% Participation and contribution to in-class activities - 22%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review			
キーワード / Key word	English conversation, communication, presentation		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Teacher prepared materials		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	I look forward to talking with you!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1回	Introduction to the course, getting to know you		
2回	Get talking in English, overcoming fears and problems		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 3
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003028	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	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード/Key word			
教科書・教材・参考書/Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)			
備考 (URL) / Remarks(URL)			
学生へのメッセージ/Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time(date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Honey I love you
3rd	Just a minute!
4th	Personal Trivia
5th	Have you ever...?
6th	Connections
7th	I Like People...
8th	New Angles on Old Topics
9th	What if...?
10th	What ' s the answer?
11th	Worries in a Hat
12th	Christmas
13th	Categories
14th	American table manners
15th	Would you ever...?

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003029	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	Datzman Brien / Brien Datzman		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Datzman Brien / Brien Datzman		
授業担当教員名 (オムニバス科目等) / Professor(s)	Datzman Brien / Brien Datzman		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟34 / RoomB-34		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	brien-datzman nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	多文化社会学部3号館		
担当教員TEL/Tel	2943		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This class is designed to improve basic communication skills and to further develop students' confidence when speaking English. Each class provides students with the opportunity to learn and use new words and phrases when talking about themselves and the world around them.		
授業到達目標/Course goals	By the end of the course, students should feel comfortable and confident talking about their everyday life and past experiences in English.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Attendance and Participation: 40%, Quizzes 20% Finished Scrap Book : 20%, Final: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review			
キーワード/Key word	discussion, conversation, everyday English, communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Scraps Written by: Brian Cullen and Sarah Mulvey		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考(URL) / Remarks(URL)			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003030	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	Melissa MACALALAD / Melissa Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Melissa MACALALAD / Melissa Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	Melissa MACALALAD / Melissa 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) / Target students	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 を@に置き換えて送信してください)		
担当教員研究室/Instructor office	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 overview and relationship to other subjects	The course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標/Course goals	The goal is to achieve improved listening and speaking skills.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above Guide students to develop dialogues based on their own experiences in the situations being taken up F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等/Grading	Homework and class participation: 30% Final examination: 70%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容/Preparation & Review	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 3 By: Andrew E. Bennett ISBN 978-4-523-17844-6		
受講要件(履修条件) / Prerequisites, etc.	Assigned textbook per student Minimum required attendance		
アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考(URL) / Remarks(URL)			
学生へのメッセージ/Message for students	Strengthening your listening skills will greatly improve your speaking ability. Do listening practice whenever you can.		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
Oct 4, 2018/2:30-4:00	Explanation of course requirements/Unit 1: Family
Oct 11, 2018/2:30-4:00	Unit 2: Friends
Oct 18, 2018/2:30-4:00	Unit 3: Culture
Oct 25, 2018/2:30-4:00	Unit 4: Education
Nov 1, 2018/2:30-4:00	Unit 5: Sports
Nov 8, 2018/2:30-4:00	Unit 6: Work
Nov 15, 2018/2:30-4:00	Unit 7: Food
Nov 22, 2018/2:30-4:00	Unit 8: Studying English
Nov 29, 2018/2:30-4:00	Unit 9: Health
Dec 6, 2018/2:30-4:00	Unit 10: Clothes
Dec 13, 2018/2:30-4:00	Unit 11: Traveling
Dec 20, 2018/2:30-4:00	Unit 12: Music
Jan 10, 2019/2:30-4:00	Unit 13: Movies
Jan 17, 2019/2:30-4:00	Unit 14: Shopping
Jan 24, 2019/2:30-4:00	Unit 15: Internet
Jan 31, 2019/2:30-4:00	Final examination

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003031	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	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟36(call2) / RoomC-36(call2)		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	william_nagasaki-u.ac.jp (メールを送信する際は @に置き換えて送信してください)		
担当教員研究室/Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL/Tel	819-2083		
担当教員オフィスアワー/Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ/Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標/Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003032	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	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Stubbe Raymond / Raymond Stubbe		
授業担当教員名 (オムニバス科目等) / Professor(s)	Stubbe Raymond / Raymond Stubbe		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟43 / RoomA-43		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	stubbe nagasaki-u.ac (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office	言語教育研究センター		
担当教員TEL/Tel	095-819-2365		
担当教員オフィスアワー/Office hours	To be decided		
授業の概要及び位置づけ/Course overview and relationship to other subjects	The educational targets are to increase students' general English communication skills and to help them develop the skills necessary to manage real-world intercultural encounters.		
授業到達目標/Course goals	The aims of this course are: (1) to help students develop their English proficiency levels in the four skills of speaking, listening, reading, and writing, (2) to increase students' awareness concerning some of the issues involved in cross-cultural encounters, and (3) to give students the tools to be able to talk about and share aspects of their own culture with people interested in Japan.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで)/Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>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, and every effort will be made to apply the material covered in class to the students' major subject area.</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等/Grading	Attendance and Participation: 50 %; Mid-term Examination/Presentation: 20 %; Final Exam: 30 %		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容/Preparation & Review	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, and every effort will be made to apply the material covered in class to the students' major subject area.		
キーワード/Key word	English Communication		
教科書・教材・参考書/Textbook, Teaching material, and Reference book	Welcome to Kyushu, Japan Written by Pino Cutrone and Siewkee Beh, and published by Shohakusha, 2014.		
受講要件(履修条件) / Prerequisites, etc.	none		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	Students are encouraged to make a concerted effort to participate in class activities and to complete homework assignments. Also, consistent attendance is mandatory to be able to pass this class.
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10.4	Course Introduction, Unit 1: Self-introductions and Textbook Overview
10.11	Unit 2: Travel Advice
10.18	Unit 3: Room and Board
10.25	Unit 4: Finding Your Way Around
11.1	Unit 5: Experience the Sights
11.8	Unit 6: Popular Destinations in Kyushu
11.15	Unit 7: Prepare Group Presentation
11.22	Perform Group Presentation
11.29	Unit 8: Arranging a Day Out
12.6	Unit 9: Trying New Foods
12.13	Unit 10: Choosing the Right Hotel
12.2	Unit 11: Festival Fun
1.1	Unit 12: Leisure Activities
1.17	Unit 13: Buying Souvenirs
1.24	Unit 14: Learning a New Language / Unit 15: Conclusion - Saying Goodbye

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003033	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	Benom Carey / Carey Benom		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Benom Carey / Carey Benom		
授業担当教員名 (オムニバス科目等) / Professor(s)	Benom Carey / Carey Benom		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟22 / RoomA-22		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	busylinguist@gmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours			
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course will focus on English communication (speaking and listening).		
授業到達目標/Course goals	Students will learn to improve their skill in speaking English smoothly and naturally, and in understanding English spoken by native speakers. Students will identify their individual strengths and weaknesses in speaking and understanding English, and learn how to most effectively address their weaknesses.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	5 small quizzes (tests) to check students' understanding (10 points each times 5 quizzes = 50 points) + preparation and participation (= 50 points)		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	Before meeting, please go to LACS to download the handout. You will need to print it out or be able to access it on your phone / tablet during class. Read the handout carefully and think about how to answer the questions. Feel free to take notes or write down your answers to prepare, but during class discussion please try not to read your answers from your paper.		
キーワード / Key word			
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	The instructor will provide all necessary materials for the course, on LACS or in class.		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	Please come learn English in a fun, supportive environment. My goal is for you to enjoy the class so much that you look forward to coming each week, and for you to see a big improvement in your English skills.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1st	Introduction to the course		

2nd	Honey I love you
3rd	Just a minute!
4th	Personal Trivia
5th	Have you ever...?
6th	Connections
7th	I Like People...
8th	New Angles on Old Topics
9th	What if...?
10th	What ' s the answer?
11th	Worries in a Hat
12th	Christmas
13th	Categories
14th	American table manners
15th	Would you ever...?

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	木 / Thu 4
開講期間 / Class period	2018/09/28 ~ 2019/01/24		
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	20180590003034	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	古村 由美子 / Yumiko Furumura		
授業担当教員名 (科目責任者) / Professor in charge of the subject	古村 由美子 / Yumiko Furumura		
授業担当教員名 (オムニバス科目等) / Professor(s)	古村 由美子 / Yumiko Furumura		
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) / Target students	環境(K1)		
担当教員Eメールアドレス/E-mail address	furumura@nagasaki-u.ac.jp		
担当教員研究室/Instructor office	共用校舎2(総合体育館裏)6号		
担当教員TEL/Tel	095-819-2945		
担当教員オフィスアワー/Office hours	授業前後またはメールにて事前に連絡してください。		
授業の概要及び位置づけ/Course overview and relationship to other subjects	リーディングの基礎に: ついて学習し、内容を把握する練習を行い、その内容に関連するactivityをペアやグループで行い、presentationの練習も行なう。		
授業到達目標/Course goals	Reading力とListening力を伸ばすこと。トピックに関連するactivityをグループやペアで行うことにより、能動的に学び、また自分の考えを英語で表現できるようになることを目指す。		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	授業への積極的参加度(欠席1回-3点): 20%, レポート・プレゼン・Activity参加30% (10%×3), 期末テスト: 50% 5回以上欠席した場合は単位修得ができない。		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前、事後学習の内容 / Preparation & Review	教材のTEDの動画を事前に見て、不明な箇所をチェックしておく。事後は再度動画を見て、理解できているかどうかを確認し、もし不明な箇所があれば次回の授業中に質問する。		
キーワード / Key word	Reading skills, Logical Reasoning, TED TALK, Presentation		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	21st Century Reading by Robin Longshaw & Laurie Blass, CENGAGE Learning		
受講要件(履修条件) / Prerequisites, etc.	事前学習を必ず行い、授業中は積極的に質問したり意見を言えるように準備をしてください。		
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support_ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	事前学習を必ず行い、授業中は積極的に質問したり意見を言えるように準備をしてください。		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
Day 1	Orientation, Unit 1 Life Changes
Day 2	Unit 1. Life Changes
Day 3	Unit 1. Life Changes + Report /Unit 2. Team Power
Day 4	Unit 2 Team Power
Day 5	Unit 2. Team Power
Day 6	Unit 3 Ocean Wonders
Day 7	Unit 3 Ocean Wonders
Day 8	Unit 4 What We Wear
Day 9	Unit 4 What We Wear
Day 10	Unit 4 Presentation /Unit 5 Moments and Memories
Day 11	Unit 5 Moments and Memories
Day 12	Unit 5 Moments and Memories
Day 13	Unit 5 Show + Feedback
Day 14	Building Solutions
Day 15	Building Solutions
Day 16	Term Examination

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	水 / Wed 1
開講期間 / Class period	2018/09/28 ~ 2019/01/23		
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	20180590003035	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	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟13 / RoomA-13		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	dannyjl3@hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ/Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 20% / Workbook: 40% / Final test: 40%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 3
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003036	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	Ruhl Michele / Michele Ruhl		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Ruhl Michele / Michele Ruhl		
授業担当教員名 (オムニバス科目等) / Professor(s)	Ruhl Michele / Michele Ruhl		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟12 / RoomA-12		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	mruhl nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	言語教育研究センター(環境科学部棟1階) 学生便覧文教キャンパス地図参照		
担当教員TEL / Tel	095 819 2082		
担当教員オフィスアワー / Office hours	Tue. Wed. Fri. 11:00-12:00 Please make an appointment in advance.		
授業の概要及び位置づけ / Course overview and relationship to other subjects	<ol style="list-style-type: none"> At the end of the class students will have recorded their progress in extensive writing, reading, listening and speaking data over time. At the end of the class students will have learned Mind Mapping rules. At the end of the class students will have mastered 7 Zentangles. At the end of the class students will have 2 self-portraits. At the end of the class students will have self-selected 3 favorites to increase meaningful communication about. At the end of the class student will have self-selected 5 questions for each of the favorites and answered the questions in their notebook. At the end of the class students will have decided an introduction and a conclusion for each favorite. At the end of the class students will have researched creative connections to one favorite that has been shared with classmates and evaluated. At the end of the class students will have one typed 800 word essay in 1st language or English about a second favorite that has been actively read and evaluated. At the end of the class students will have one 10 minute recorded presentation about a third favorite that has been actively listened to and evaluated. 		
授業到達目標 / Course goals	<ol style="list-style-type: none"> Students will get accustomed to actively listening to instructor and classmates. Students will gain experience in interpreting and intuiting: reading between the lines and beyond the lines. Students will experience mistakes (authentic communication) as a stepping stone to increasing fluency in writing, speaking, reading and listening. Students will gain a better quality of experience in 1st language and English impromptu writing and speaking (FLOW). Student will exercise deliberation and choice. Student will appreciate a balance between convergent and divergent activity. Students will manage their own learning through reflection and goal setting. Students will become curious in growing awareness and embrace the complexity of communication messages, though not well understand completely. Students will gain practice in looking for intersections/junctions to increase open-divergent experience/guided divergent experience. Students will gain insight and practice in discovering ways of perceiving, identifying, and imagining "other's" points of views through multi-convergent resources. 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		

<p>学生の思考を活性化させるための授業手法 /Lesson method to stimulate students' thinking</p>	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
/ Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動
/ Activities involving others to think from various perspectives C. 技能修得のために実践する活動
/ Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動
/ Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法
/ Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される
/ It consists only of lectures from teachers</p>
<p>成績評価の方法・基準等/Grading</p>	<p>Midterm Test ? Free and Faster Writing in 1st language 10% & 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>
<p>各回の授業内容・授業方法(学習指導方法))/Class content and format</p>	<p>詳細は授業計画詳細を参照</p>
<p>事前、事後学習の内容/Preparation & Review</p>	<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) 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>
<p>キーワード/Key word</p>	<p>Abstract, anxiety, apathy, appropriation, arousal, autonomy, archetypes, blind, breath/breathe, boring, collective, comfort zone, conclusion, connections, convergent, copy-cat, conscious, contingency, conventional, deliberate, deaf, divergent, diversity, duality, emphasis, energy, Emotional Quotient (EQ), fear, FLOW, fluency, handi-capable, identity, image, impromptu, Intelligent Quotient (IQ), interpret, intersections, LGBTQ, majority, Maslow's Hierarchy, message, minority, Mind Mapping, plagiarize, Quotes, reflection, recycle, review, self-realization, spontaneous, status quo, symbols, trauma, unconventional, universal, universal themes, update, visual.</p>

<p>教科書・教材・参考書/Textbook,Teaching material,and Reference book</p>	<p>3 books for extensive reading: Surfer, Armand's Journey and Different Worlds More books for extensive reading in Nagasaki University Library 2F Ear buds Cell Phone and/or Kitchen Timer Mirror Cell Phone with Internet connection in class and for homework You Tube accessibility in class and for homework Cell Phone with voice recording APP, Voice to Text, Voice Recorder Notebook for in class notes and for homework Clear File for Mind Maps and Prints Color ball pens & Highlight pens</p>
<p>受講要件 (履修条件) /Prerequisites, etc.</p>	<p>Thank You for polite greetings and inquiries at any time during the class. Thank You for kindly addressing the instructor: Ms Ruhl/Hey Ms Ruhl/How are you Ms Ruhl. Thank You for making an effort to clarify instructions, activities, deadlines over time. Thank You for bravely thinking of and asking questions to TA and instructor. Thank You for embracing the challenge of learning new and challenging activities. Thank You for giving the instructor and all activities a try. Thank You for respecting the instructor's and classmates' right to be seen and heard.</p>
<p>アクセシビリティ/Accessibility (for students with disabilities)</p>	<p>In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor. Contact information above, or contact the Student Accessibility Office. Student Accessibility Office contact information: (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp</p>
<p>備考 (URL) /Remarks(URL)</p>	<p>When you know that you will be absent please tell the instructor and learn details about the class activities that you missed, deadlines etc. from classmates (ask a classmate for a picture of the whiteboard). If you suddenly must be absent from class please get notes and find out what you missed from a classmate, including handouts and links to websites.</p>
<p>学生へのメッセージ/Message for students</p>	
<p>授業計画詳細 / Course Schedule</p>	
<p>回(日時) /Time(date and time)</p>	<p>授業内容 / Contents</p>
<p>Day 1</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & picture details 1 Mind Map ? Presentation: Favorite ? Main Image, 7 Main Points: Introduction Quote,5 Questions/answers in keywords, Conclusion Quote; 3 Favorites: 5 questions to self, 5 answers for each in Notebook; Project Favorite decided, Essay Favorite decided, Presentation Favorite decided; Research for favorites noted in Notebook (You Tube, Internet sources, photos, personal documents, handmade connections; 2 Quotes for each Favorite (to introduce and for final message)</p>
<p>Day 2</p>	<p>10 Minute timed Reading 3x/wk 1st language high/balanced fluency comments (30); 10 Minute Free and Faster Writing in 1st language ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 10 Minute Free and Faster Writing in English ? over 250 total words every time 1x/wk ? high/balanced fluency management: Graph; 5 Minute Free and Faster Speaking in 1st language 1x/wk ? high/balanced fluency management: Graph 1 Mind Map ? Self Introduction: Self Portrait ? letters of name, 7 Main Points, keyword & 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	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003037	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	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Danny LOUVIERE / Danny Louviere		
授業担当教員名 (オムニバス科目等) / Professor(s)	Danny LOUVIERE / Danny Louviere		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟24 / RoomA-24		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	dannyjl3@hotmail.com (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室/Instructor office			
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 4:00 - 4:30		
授業の概要及び位置づけ/Course overview and relationship to other subjects	Students will have extensive practice in everyday conversational English with emphasis on informal styles and pronunciation.		
授業到達目標/Course goals	The goal of this course is to experience natural everyday English at a mid to high beginner level.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Quizzes: 20% / Workbook: 40% / Final test: 40%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	As the workbook is coordinated with the student book, students should do the workbook activities for the unit covered in class.		
キーワード / Key word	Natural English		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Adventures in English V3, Adventures in English Workbook		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	You have so few opportunities to practice English so take advantage of the chances you have during class time. Some students seem to take it easy during class and put little or no effort in these studies. You only hurt yourself and your partner so be more active.		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
第1回	Introductions - Interviews		
第2回	Greetings - Countries - Casual language		
第3回	Likes - Jobs - Reductions		
第4回	My City - Directions Part 1		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003038	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	Collins William / William Collins		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Collins William / William Collins		
授業担当教員名 (オムニバス科目等) / Professor(s)	Collins William / William Collins		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育C棟35(call1) / RoomC-35(call1)		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス / E-mail address	william nagasaki-u.ac.jp (メールを送信する際は を@に置き換えて送信してください)		
担当教員研究室 / Instructor office	Center for Foreign Language Studies (言語教育研究センター)		
担当教員TEL / Tel	819-2083		
担当教員オフィスアワー / Office hours	月: 1時?2時まで 火: 12時3?2時まで 水: 10時30分?12時まで 木: 12時?2時まで		
授業の概要及び位置づけ / Course overview and relationship to other subjects	このクラスではスピーキング、リスニング、リーディング、ライティングを練習しますが特にスピーキングとリスニングを重視します。ねらいはスピーキングの流暢さ(fluency)とリスニング能力を高めることと、インターネットで色々なトピックについて英語で調べに親しむこと、そして単語力を高めることです。		
授業到達目標 / Course goals	The aims of this class are (1)To develop speaking fluency (2)To improve students' listening comprehension through online listening content (3) To develop students' ability to use the internet to research a variety of topics in English (4)To build vocabulary including spoken expressions, root words & collocations.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Speaking/Listening Record 35% Homework 20% Vocabulary 25% Final Exam: 20%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	Storytelling, Reflective Learning, E-Learning		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	"Billy Elliot" & "Martin Luther King"(Penguin Graded Readers)		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)	長崎大学では、全ての学生が平等に教育を受ける機会を確保するため、修学の妨げとなり得る社会的障壁の除去及び合理的配慮の提供に取り組んでいます。授業における合理的配慮等のサポートについては、担当教員(上記連絡先参照)または「アシスト広場」(障がい学生支援室)にご相談下さい。 アシスト広場(障がい学生支援室)連絡先 (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students			
授業計画詳細 / Course Schedule			

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003039	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	Melissa MACALALAD / Melissa Macalalad		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Melissa MACALALAD / Melissa Macalalad		
授業担当教員名 (オムニバス科目等) / Professor(s)	Melissa MACALALAD / Melissa 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13 / RoomA-13		
対象学生(クラス等) / Target students	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 を@に置き換えて送信してください)		
担当教員研究室/Instructor office	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 overview and relationship to other subjects	The course is designed to help students develop aural and oral fluency through engaging content and practical exercises.		
授業到達目標/Course goals	The goal is to achieve improved listening and speaking skills.		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above Guide the students into using their own experiences in making dialogues about the situations being taken up F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading	Homework and class participation: 30% Final examination: 70%		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	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 3 By: Andrew E. Bennett ISBN 978-4-523-17844-6		
受講要件(履修条件) / Prerequisites, etc.	Assigned textbook per student Minimum required attendance		
アクセシビリティ / Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support ml.nagasaki-u.ac.jp		
備考 (URL) / Remarks(URL)			
学生へのメッセージ / Message for students	Strengthening your listening skills will greatly improve your speaking ability. Do listening practice whenever you can.		
授業計画詳細 / Course Schedule			

回(日時) / Time(date and time)	授業内容 / Contents
Sep 28, 2018/2:30-4:00	Explanation of course requirements/ Unit 1: Family
Oct 5, 2018/2:30-4:00	Unit 2: Friends
Oct 12, 2018/2:30-4:00	Unit 3: Culture
Oct 19, 2018/2:30-4:00	Unit 4: Education
Oct 26, 2018/2:30-4:00	Unit 5: Sports
Nov 2, 2018/2:30-4:00	Unit 6: Work
Nov 9, 2018/2:30-4:00	Unit 7: Food
Nov 16, 2018/2:30-4:00	Unit 8: Studying English
Nov 30, 2018/2:30-4:00	Unit 9: Health
Dec 7, 2018/2:30-4:00	Unit 10: Clothes
Dec 14, 2018/2:30-4:00	Unit 11: Traveling
Dec 21, 2018/2:30-4:00	Unit 12: Music
Jan 11, 2019/2:30-4:00	Unit 13: Movies
Jan 25, 2019/2:30-4:00	Unit 14: Shopping
Feb 1, 2019/2:30-4:00	Unit 15: Internet
Feb 8, 2019/2:30-4:00	Final examination

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	金 / Fri 4
開講期間 / Class period	2018/09/28 ~ 2019/02/01		
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	20180590003040	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	Mason Shannon / Shannon Mason		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Mason Shannon / Shannon Mason		
授業担当教員名 (オムニバス科目等) / Professor(s)	Mason Shannon / Shannon Mason		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育B棟15 / RoomB-15		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	shan_nagasaki-u.ac.jp (メールを送信する を@に変更して送信してください)		
担当教員研究室/Instructor office	Education main building: Room 618		
担当教員TEL/Tel			
担当教員オフィスアワー/Office hours	Friday 11am-12noon. Email anytime.		
授業の概要及び位置づけ/Course overview and relationship to other subjects	This course includes multiple opportunities for you to speak in English. Each week we will focus on one common conversation topic, and one communication strategy. You will engage in various activities to improve your confidence and ability to speak with limited planning, as well as developing your own interactive presentations.		
授業到達目標/Course goals	Our goals include: *Speaking as much English as possible in in-class activities to improve confidence *Learning and using a range of communication strategies *Creating interactive presentations to converse with your classmates and teacher		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	A. 授業内容の理解度を確認したり自分で考えさせたりする活動 / Activities to check the degree of comprehension of the contents to the lesson or to think over B. 多角的に考えるために他者と関わる活動 / Activities involving others to think from various perspectives C. 技能修得のために実践する活動 / Activities to practice for acquiring skills D. 問題解決のために知識を総合的に活用する活動 / Activities that comprehensively utilize knowledge to solve problems E. 上記以外の学生の思考の活性化を促す授業手法 / Teaching methods to stimulate students' thinking other than the above F. 教員からの講義のみで構成される / It consists only of lectures from teachers		
成績評価の方法・基準等 / Grading			
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review	Interactive presentations (10% x 6) - 60% Reflective worksheets (3% x 6) - 18% Participation and contribution to in-class activities - 22%		
キーワード / Key word	English conversation, communication, presentation		
教科書・教材・参考書 / Textbook, Teaching material, and Reference book	Teacher prepared materials		
受講要件(履修条件) / Prerequisites, etc.			
アクセシビリティ / Accessibility (for students with disabilities)			
備考 (URL) / Remarks (URL)			
学生へのメッセージ / Message for students	I look forward to talking with you!		
授業計画詳細 / Course Schedule			
回(日時) / Time (date and time)	授業内容 / Contents		
1回	Introduction to the course, getting to know you		
2回	Get talking in English, overcoming fears and problems		

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

学期 / Semester	2018年度 / Academic Year 後期 / Second Semester	曜日・校時 / Day・Period	火 / Tue 3
開講期間 / Class period	2018/09/28 ~ 2019/01/29		
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	20180590003041	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 / Robinson Fritz		
授業担当教員名 (科目責任者) / Professor in charge of the subject	Fritz Robinson / Robinson Fritz		
授業担当教員名 (オムニバス科目等) / Professor(s)	Fritz Robinson / Robinson Fritz		
科目分類 / Class type	A科目群 外国語科目(既習), 外国語科目, A科目群 外国語科目(英語), 外国語科目, 教職免許科目・その他		
対象年次 / Year	1, 2, 3, 4	講義形態 / Class Form	演習 / Seminar
教室 / Class room	教養教育A棟43 / RoomA-43		
対象学生(クラス等) / Target students			
担当教員Eメールアドレス/E-mail address	rob-fritz@nagasaki-u.ac.jp		
担当教員研究室/Instructor office	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 overview and relationship to other subjects	<p>This is a introduction level course to intercultural communication with a specific purpose to prepare students for their GSR trip. This course will introduce students to various socio-cultural factors that influence the ability to understand and be understood in intercultural interactions.</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/Course goals	<p>Student goals are</p> <ul style="list-style-type: none"> - Learn, practice and understand how to understand and be understood within 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 		
知識・技能以外に、この授業を通して身につけて欲しい力(1つ以上3つまで) / Ability other than knowledge and skills acquired mainly through lessons (1 to 3)	<p>主体性 / Autonomy 汎用的能力 / Generic Competence 倫理観 / Ethics 多様性の理解 / Understanding Diversity 協働性 / Cooperativeness 考えをやり取りする力 / Ability to exchange ideas 国際・地域社会への関心 / Interest in international / local society</p>		
学生の思考を活性化させるための授業手法 / Lesson method to stimulate students' thinking	<p>A. 授業内容の理解度を確認したり自分で考えさせたりする活動
 / Activities to check the degree of comprehension of the contents to the lesson or to think over</p> <p>B. 多角的に考えるために他者と関わる活動
 / Activities involving others to think from various perspectives</p> <p>C. 技能修得のために実践する活動
 / Activities to practice for acquiring skills</p> <p>D. 問題解決のために知識を総合的に活用する活動
 / Activities that comprehensively utilize knowledge to solve problems</p> <p>E. 上記以外の学生の思考の活性化を促す授業手法
 / Teaching methods to stimulate students' thinking other than the above</p> <p>F. 教員からの講義のみで構成される
 / It consists only of lectures from teachers</p>		
成績評価の方法・基準等 / Grading	<p>Completing homework: 25%</p> <p>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> <p>*Evaluation may change*</p>		
各回の授業内容・授業方法(学習指導方法) / Class content and format	詳細は授業計画詳細を参照		
事前・事後学習の内容 / Preparation & Review			
キーワード / Key word	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		
受講要件(履修条件) / Prerequisites, etc.	All students will attend one day at the Nagasaki International Festival (October 29th). If they cannot attend they will be considered absent.		

アクセシビリティ/Accessibility (for students with disabilities)	In order to ensure equal educational opportunities for all students, Nagasaki University strives to remove societal barriers that may interfere with academic activities, and to provide reasonable accommodations as necessary and appropriate. If you have any questions or concerns regarding reasonable accommodations or other support in this class, please feel free to talk to the instructor (contact information above), or contact the Student Accessibility Office. Student Accessibility Office contact information (TEL) 095-819-2006 (FAX) 095-819-2948 (E-MAIL) support@ml.nagasaki-u.ac.jp
備考 (URL) /Remarks(URL)	
学生へのメッセージ/Message for students	
授業計画詳細 / Course Schedule	
回(日時) / Time(date and time)	授業内容 / Contents
10/02	Class 1 Introductions. The course will be introduced to the students. Students will also introduced themselves to each other.
10/09	Class 2. Focus on how to take notes and maintain a notebook.
10/16	Class 3. What is communication? (part 1). Become aware about what happens in face to face communication.
10/23	Class 4. What is communication? (part 2). Understand about non-verbal communication.
10/30	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.
11/06	Class 6. What is communication? (part 3). Understand about verbal communication.
11/13	Class 7. What is communication? (part 4). Understand about communication misunderstandings.
11/20	Class 8. What is communication? (part 5). Practice and understand communication strategies.
11/27	Class 9. What is communication (part 6). Practice and understand communication strategies.
12/04	Class 10. What is culture (part 1). Become aware of culture and how it influences communication.
12/11	Class 11. What is culture (part 2). Become aware of culture and how it influences communication.
12/18	Class 12. What is culture (part 3). Become aware of culture and how it influences communication.
01/08	Class 13. What is culture (part 4). Become aware of culture and how it influences communication.
01/22	Class 14. Cultural stereotypes (part 1). Become aware and understand about cultural stereotypes and how these stereotypes influence intercultural communication.
01/29	Class 15. Cultural stereotypes (part 2). Become aware and understand about cultural stereotypes and how these stereotypes influence intercultural communication.
02/05	Class 16. Review. Students will review themselves, the course and think about how they have developed.