

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 必修		国語表現ⅠA		1	500100	前学期	講義／履修		
対象学年	担当教員名		居室	電子メール I D		オフィスアワー			
1年	渦辺 豊, 黒田 譜美		101.201	katabe22@neptune.kanazawa-it.ac.jp; f-kuroda@neptune.kanazawa-it.ac.jp		月曜 16:30-17:30			
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	話す	実社会に必要な国語の知識や技能を身につけることができるようになるために、現代仮名遣いや送り仮名、語句の使い方や語の係り受けなど国語表現の基礎を身につける。心情の機微を表現できるようになるために、レトリックに習熟し文章表現力を高め、語感を磨き語彙を豊かにする。論理的に考える力を伸ばし思考力を高めることができるようになるために、小論文の「型」を習得し、論理的な文章を書く基礎力を養う。他者との関わりの中で伝え合う力を高めることができるようになるために、音読やスピーチなど音声言語による表現方法の基礎を身につける。							
2	聞く								
3	書く								
4	表現力								
5	思考力								
授業の概要および学習上の助言									
本科目の授業概要は以下の通りである。									
テーマ：生涯にわたる社会生活に必要な国語の知識や技能を身につけ、深く共感したり豊かに想像したりする力を伸ばすとともに、論理的に考える力を養い、他者との関わりの中で伝え合う力を高める。									
1. 現代仮名遣いや送り仮名の正しい知識を身につける。									
2. 語句の使い方や文の区切り方を正しく理解する。									
3. 「型」としての三段構成を理解して、論旨が明解な小論文を書く力を身につける。									
4. 異論や反論を想定した、防衛力と説得力のある小論文を書く力を身につける。									
5. 発声、発音に留意しながら文の構造を把握し、その意味が正確に伝わる音読、スピーチができる力を身につける。									
【教科書および参考書・リザーブドブック】									
教科書：国語表現 改訂版（教育出版）									
参考書：文章の書き方（KIT-LC・WC）文章表現ハンドブック（KIT-LC・WC）									
リザーブドブック：「新しい国語表記ハンドブック 第八版」（三省堂）									
履修に必要な予備知識や技能									
日本語検定4級（中学校卒業）程度の国語能力。									
No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標							
①	e, f	常用漢字の読み書きの習得に積極的に努める。							
②	e, f	仮名遣い、送り仮名について、適切な使い方をすることができる。							
③	e, f	言葉の意味を正しく理解し、文法に従って語と語を接続させることができる。							
④	e, f	「型」としての三段構成を理解して、論旨が明解な小論文を書くことができる。							
⑤	e, f	異論、反論を想定した防衛力と説得力のある小論文を書くことができる。							
⑥	e, f	自分の思いや考えを伝え、また、それを共感的に受けとめて考えを広げたり深めたりすることができる。							
達 成 度 評 価									
評価方法 指標と評価割合		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
総合評価割合		0	0	0	0	0	0	0	100
総合力指標	知識を取り込む力	0	50	0	0	0	0	0	50
	思考・推論・創造する力	0	0	20	0	0	0	0	20
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	0	0	0	20	0	0	0	20
	学習に取り組む姿勢・意欲	0	0	0	0	0	10	0	10

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①		
	②		
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①	レ	小テストは漢字テストを毎時実施する。 日本語検定4級～3級程度の国語能力を問うテストを1回実施する。
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
レポート	①		三段構成の「型」に則ったテーマ型小論文（テーマは自由）一遍の提出を求める。
	②		
	③		
	④	レ	
	⑤	レ	
	⑥		
成果発表 (口頭・実技)	①		プレゼンテーションを2回実施する。 第1回 自己紹介 第2回 推薦図書の紹介と朗読。
	②		
	③		
	④		
	⑤		
	⑥	レ	
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①	レ	授業内容確認シートと漢字自学シートの提出を求める。
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
小テスト：日本語の表記、文法に関して、日本語検定3級程度以上の能力が身についている。	小テスト：日本語の表記、文法に関して日本語検定4級程度以上の能力が身についている。
レポート：論文として適切な日本語で、三段構成の「型」に則り、深い洞察力に基づいて反論を想定した小論文を書くことができる。	レポート：論文として概ね適切な日本語で、三段構成の「型」に則り、反論を想定した小論文を書くことができる。
成果報告：プレゼンソフトを使って聞き手をひきつける自己紹介ができる。 推薦図書の魅力的な紹介文を書き、聞き手をひきつける発表ができる。 推薦図書の一部の聞き手をひきつける朗読ができる。	成果報告：プレゼンソフトを使って自己紹介ができる。 推薦図書の紹介文を書き、発表できる。 推薦図書の一部の正確な朗読ができる。

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	科目ガイダンス プレゼンソフトを利用して自己紹介の準備をする。	ガイダンス 教員の自己紹介を参考に各自作成する。 評価規準の提示	未完成のものは完成させる。 (復習) 漢字テストに備える。(予習)	30
2 ／	「自己紹介」 「文章表現の基礎1」 表記の仕方について理解する。	プレゼン発表 評価シート 演習シート「表記の仕方」 確認シート 「2文章表現の基礎1」 ビデオ「表記の仕方」	漢字テストに備える。(予習)	30
3 ／	「文章表現の基礎2」 語句の用法と文の区切り方について理解する。	演習シート「語句の用法」 確認シート 「2文章表現の基礎2」 ビデオ 「語句の用法と文の区切り方」	漢字テストに備える。(予習) ※連休中に第15回の授業で発表する推薦図書を決め、本を入手して読み返しておく。(予習)	30
4 ／	「文章表現の基礎3」 文章のリフォームについて理解する。	演習シート 「文章のリフォーム」 確認シート 「2文章表現の基礎3」 ビデオ「文章のリフォーム」	漢字テストに備える。(予習)	30
5 ／	「文章表現の基礎4」 わかりやすい説明の方法について理解する。	演習シート 「わかりやすい説明の方法」 確認シート 「2文章表現の基礎4」 ビデオ 「わかりやすい説明の方法」	漢字テストに備える。(予習)	30
6 ／	「文章表現の基礎ズームアップ1」 レトリックの工夫について理解する。	演習シート 「ズームアップ1の1」 「ズームアップ1の2」 講義「村上春樹の比喩表現」	漢字テストに備える。(予習)	30
7 ／	「文章表現の基礎5」 文法についての問題演習に取り組む。	問題演習 「日本語検定3級過去問題」 講義「ら抜き言葉について」	小テスト「文章表現の基礎」 に備える。(予習)	30
8 ／	小テスト「文章表現の基礎」 前時までの学習内容の定着度を確認する。	講義「小テスト対策」 小テスト	漢字テストに備える。(予習)	30
9 ／	「小論文Ⅰ」 意見を論理的に述べる方法について理解する。	演習シート 「意見を論理的に述べる」 確認シート「3小論文Ⅰ1」	漢字テストに備える。(予習)	30
10 ／	「小論文Ⅰ」 セルフ・ディベートについて理解する。	演習シート 「セルフ・ディベート」 確認シート「3小論文Ⅰ2」 ビデオ「セルフ・ディベート」	漢字テストに備える。(予習)	30

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一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	「小論文Ⅰ」 三段構成について理解する。	演習シート「構成ノート」 確認シート「3小論文Ⅰ3」 「3小論文Ⅰ4」	漢字テストに備える。（予習） 次時に執筆する小論文の構成を考える。（予習）	30
12 ／	「小論文Ⅰ」 三段構成で、反論を想定した小論文を書く。	小論文記述	漢字テストに備える。（予習）	30
13 ／	「小論文Ⅰ」 前時に執筆した小論文を相互評価する。 「声の表現」 言葉の正確な発音やアクセントについて理解する。	評価シート 確認シート「4声の表現1」 「4声の表現2」 ビデオ「声を出そう・ 声を文字に変える」	漢字テストに備える。（予習）	30
14 ／	「声の表現」 推薦図書についてのスピーチ原稿を作成する。	確認シート「4声の表現3」 スピーチ原稿作成	漢字テストに備える。（予習）	30
15 ／	「声の表現」 推薦図書についてスピーチする。 推薦図書の一部を朗読する。	スピーチ 朗読 評価シート	発表して気づいた改善点を修正する。	30

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 必修		国語表現ⅠB		1	500200	後学期	講義／履修		
対象学年	担当教員名		居室	電子メールⅠD			オフィスアワー		
2年	黒田 譜美		101.201	f-kuroda@neptune.kanazawa-it.ac.jp			水曜 15:00-16:00		
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	話す	人間関係を維持、構築する上で重要な挨拶、敬語についての知識を身に付け、それを実生活でも実践する態度を養う。社会生活に必要なコミュニケーション能力を高めるために、電子メールのマナーや電話応対、手紙の形式の基礎を習得する。励ましの言葉や受け入れる言葉など人間関係を構築していく言葉の力や、「聴く」という行為の働きを理解し、日常の言語活動に役立てる姿勢を身につける。さらに、言語活動への関心を高め、言葉のセンスを磨くために、アクロスティックなどの言葉遊びや川柳・俳句の創作に取り組む。							
2	聞く								
3	書く								
4	伝え合う								
5	表現力								
授 業 の 概 要 お よ び 学 習 上 の 助 言									
■授業概要 本科目は、前学期期開講国語表現ⅠAの続きを行う。 具体的な範囲は下記の通り（『国語表現 改訂版』教育出版 PP.51-100）。 人とつながる言葉 言葉を届ける 面接―社会との接点 言葉遊びと創作									
■学習上の助言 ・課題は必ず提出すること。 ・毎時の小テストは地道に取り組むこと。 ・実社会で必要とされる敬語表現に習熟すること。									
【教科書および参考書・リザーブドブック】 教科書：「国語表現 改定版」教育出版 参考書：「書き込み式 漢字ベーシック 漢検対応 改訂版」明治書院 リザーブドブック：									
履修に必要な予備知識や技能									
・「国語表現ⅠA」「文学Ⅰ」などを履修し、日本語の読解力や文章表現力を身につけている。									
No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標							
①	e,f	挨拶が人間関係に大きな意味を持つことを理解し、目的や場に応じて適切な挨拶ができる。							
②	e,f	人間関係を構築していく上での敬語の重要性を理解し、場や相手に応じて適切に敬語を使うことができる。							
③	e,f	電子メール、手紙の基本作法―を理解し、適切に使用できる。							
④	e,f	人間関係に作用する言葉の力を正しく理解し、適切に使おうとする姿勢を身に付ける。							
⑤	e,f	意見文の目的、構成を理解し、説得力のある意見文を書くことができる。							
⑥	e,f	アクロスティックなどの言葉遊びや、川柳・俳句という伝統的文芸の基本を理解し、工夫して創作できる。							
達 成 度 評 価									
評価方法 指標と評価割合		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
総合評価割合		0	40	30	30	0	0	0	100
総合力指標	知識を取り込む力	0	30	0	0	0	0	0	30
	思考・推論・創造する力	0	0	20	0	0	0	0	20
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	0	10	10	20	0	0	0	40
	学習に取り組む姿勢・意欲	0	0	0	10	0	0	0	10

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評 価 方 法	行 動 目 標		評 価 の 実 施 方 法 と 注 意 点
試 験	①		
	②		
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①		小テストは8回実施し、各5点とする。 ①～③敬語 ④～⑧漢字
	②	レ	
	③		
	④	レ	
	⑤		
	⑥		
レポート	①		レポートは3種類課し、各10点とする。 ①意見文 ②履歴書 ③創作
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
成果発表 (口頭・実技)	①	レ	成果発表（口頭・実技）は3種類課し、各10点とする。 ①挨拶 ②電子メール ③模擬面接
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
作 品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①		
	②		
	③		
	④		
	⑤		
	⑥		
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
目的や場に応じて常に適切な挨拶ができる。 場や相手に応じて常に適切に敬語を使うことができる。 電子メールや手紙の基本作法ーを理解し、常に適切に書くことができる。 意見文の目的、構成を理解し、説得力のある意見文を書くことができる。 言葉遊びや川柳・俳句等伝統的文芸の基本を理解し、工夫して創作できる。	目的や場に応じて適切な挨拶を心がけている。 場や相手に応じて適切に敬語を使うことを心がけている。 電子メールや手紙の基本作法ーを理解し、適切に書くことができる。 意見文の目的、構成を理解し、意見文を書くことができる。 言葉遊びや川柳・俳句等伝統的文芸の基本を理解し、創作できる。

授業明細表

C L I P 学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	■科目ガイダンス ・科目の目的、内容、評価方法について理解する。 人とつながる言葉：挨拶と人間関係 ・挨拶が人間関係や社会生活にどのような影響を及ぼしているかを理解し、自らの言語生活を検証する。	科目ガイダンス 講義と質疑 プリント配布	復習：配布プリントを再読し、学習 教育目標や行動目標を確認する。	30
2 ／	人とつながる言葉：待遇表現—敬語によるコミュニケーション ・尊敬語を理解し、適切に使えるようにする。	実技①（挨拶） 講義と質疑 プリント配布 グループワーク	予習：敬語について調べる。 復習：教科書・ノートを見直す。	30
3 ／	人とつながる言葉：待遇表現—敬語によるコミュニケーション ・謙譲語を理解し、適切に使えるようにする。	小テスト①（尊敬語） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：教科書・ノートを見直す。	30
4 ／	人とつながる言葉：待遇表現—敬語によるコミュニケーション ・誤った敬語表現を正しい敬語表現に改める。	小テスト②（謙譲語） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：教科書・ノートを見直す。	30
5 ／	人とつながる言葉：励ます言葉・受け入れる言葉 ・言葉の可能性と危険性についてさまざまな角度から理解する。 ・「聴く」ことのはたらきについて学ぶ。	小テスト③（敬語まとめ） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：教科書・ノートを見直す。	30
6 ／	言葉を届ける：電子メール ・電子メールの特徴やマナーを理解し、適切な形式と内容で電子メール文書を作成する。	小テスト④（漢字） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：レポート③（電子メール）を仕上げる。	30
7 ／	言葉を届ける：手紙 ・手紙や連絡文の形式を学び、場面に応じた言葉の意味について理解を深める。	実技②（電子メール） 講義と質疑 プリント配布 グループワーク	予習：手紙・連絡文について調べる。 復習：教科書・ノートを見直す。	30
8 ／	言葉を届ける：意見文 ・生活の現状や経験したことを挙げ、それがなぜ問題となるかを具体的に書く。 ・理想を示し、解決策・主張を明確に述べる。	小テスト⑤（漢字） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：意見文を仕上げる。	30
9 ／	言葉を届ける：意見文 ・意見文を発表する。 ・相互評価する。	レポート②（意見文）提出 プリント配布 グループワーク	予習：意見発表の練習をする。 復習：相互評価を見直す。	30
10 ／	面接—社会との接点：自分を知る ・自己分析を通して自分を理解し、面接準備シートを作成する。	小テスト⑥（漢字） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：教科書・ノートを見直す。	30

授業明細表

CLIP学習プロセスについて

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	面接―社会との接点：相手を知る ・志望先の情報を集め、履歴書を作成する。	レポート②提出（履歴書） 講義と質疑 プリント配布 グループワーク	予習：面接準備シートを見直す。 復習：履歴書を見直す。	30
12 ／	面接：社会との接点：模擬面接をする ・伝わる話し方について理解し、面接における心構えと技術を習得する。 ・模擬面接を通して、面接の基本事項を学び、実践力を身につける。	実技②（模擬面接） プリント配布 グループワーク	予習：模擬面接の練習をする。 復習：教科書・ノートを見直す。	30
13 ／	言葉遊びと創作：漢字パズル ・漢字パズルに取り組むことによって、漢字の部首、読み方などについての知識を確認し、漢字という文字と漢字文化に関心をもつ。	小テスト⑦（漢字） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：教科書・ノートを見直す。	30
14 ／	言葉遊びと創作：川柳を作る ・川柳という伝統的な文芸ジャンルについて理解を深めるとともに、実作をととして、言葉のもつ批評性を知る。	小テスト⑧（漢字） 講義と質疑 プリント配布 グループワーク	予習：小テストのための学習をする。 復習：作品を仕上げる。	30
15 ／	言葉遊びと創作：川柳を作る ・川柳の「句会」の手順を学び、実際に「句会」を開催し、相互評価する。	レポート③（創作）提出 プリント配布 グループワーク アンケート実施	予習：作品を見直す。 復習：相互評価を見直す。	30
16 ／				
17 ／				
18 ／				
19 ／				
20 ／				

授業明細表

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
21 ／				
22 ／				
23 ／				
24 ／				
25 ／				
26 ／				
27 ／				
28 ／				
29 ／				
30 ／				

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		English Expression I A		1	500500	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	TAYLOR, James		101.201				Mon. 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Writing		Students will learn English grammar in order to be able to write advanced English sentences and paragraphs of various genres. With writing theses in English in the future in mind, students will obtain communication skills to be able to describe their ideas logically in correct English.					
2	Paragraphs							
3	Grammar							
4	Genres							
5	Journal							
Course Description and Expectations for Students								
Come to class prepared to speak and write in English. Missing deadlines will disrupt your progress and prevent you from achieving a high grade, so complete tasks when they are assigned and submit them on time. Peer review and feedback are important parts of the writing process, so use the opportunity to communicate with your classmates. Respect others' ideas and opinions. It is crucial to ask your classmates or the teacher for help when necessary.								
【Required Materials (textbooks, reference books, reserved books)】								
Textbooks:								
Reference books:								
Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Ability to communicate in written English. Desire to improve writing skills through responding appropriately to receiving feedback and constructive criticism. Work ethic to revise, edit, and rewrite drafts of an essay.								
No.	Program Objectives	Target Abilities for Students						
①	b, f	Students will be able to develop sentences and paragraphs in response to issues and themes raised in class.						
②	e	Students will be able to draw on cultural knowledge and personal experience to express themselves.						
③	d, f, g	Students will be able to use planning techniques and peer review to develop their and others' work.						
④	e, f	Students will be able to achieve clarity of thought by identifying the features of various genres of writing.						
⑤	f, g	Students will be able to use rhetorical appeals to express thoughts and opinions and to persuade others.						
⑥	e, f, i	Students will be able to investigate and discuss authors' intentions and meanings in various examples.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		0	0	100	0	0	0	0
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	25	0	0	0	25
	Ability to think, reason and create	0	0	25	0	0	0	25
	Collaboration and leadership	0	0	10	0	0	0	10
	Announcement / Expression / Communication	0	0	30	0	0	0	30
	Attitude and motivation for learning	0	0	10	0	0	0	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	✓	Students will write 8 different genres of paragraph, which will be graded according to the following criteria: Process, Task Achievement, Cohesion, Coherence. Grammar exercise worksheets will be graded, with 1 point per correct answer. Students will write a journal on an assigned topic for homework after each lesson.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students improve their grammar drastically, go through the writing process, respond appropriately to feedback, and produce paragraphs of various genres that are logically structured, well argued, and supported by evidence from reliable sources.	Students improve their grammar to some extent, go through the writing process, respond to some feedback, and produce paragraphs of various genres that are for the most part logically structured, well argued, and supported by evidence from reliable sources.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction: Students will read the syllabus. Grammar 1: Students will complete exercises on sentence fragments, sentence structure, and the simple present tense.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
2 /	Grammar 2: Students will complete exercises on there is/there are and articles. Writing: Students will consider the features of an effective topic sentence.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
3 /	Grammar 3: Students will complete exercises on the present continuous tense and prepositions of place and time. Writing: students will write topic sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
4 /	Grammar 4: Students will complete exercises on the simple past tense. Writing: students will consider the features of effective supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
5 /	Grammar 5: Students will complete exercises on countable and uncountable nouns. Writing: Students will write supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
6 /	Grammar 6: Students will complete exercises on the simple future tense. Writing: Students will consider the features of concluding sentences, and practice different techniques for planning, brainstorming, editing, and revising.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
7 /	Opinion Paragraph: Students will consider the features and structures of effective opinion paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
8 /	Cause & Effect Paragraph: Students will consider the features and structures of effective cause and effect paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
9 /	Process Paragraph: Students will consider the features and structures of effective process paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
10 /	Comparison Paragraph: Students will consider the features and structures of effective comparison paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Problem-Solution Paragraph: Students will consider the features and structures of effective problem-solution paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
12 /	Descriptive Paragraph: Students will consider the features and structures of effective descriptive paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
13 /	Persuasive Paragraph: Students will consider the features and structures of effective persuasive paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
14 /	Narrative Paragraph: Students will consider the features and structures of effective narrative paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
15 /	Review: Students will review what was learnt in this course, reflect on their performance, and consider the next semester.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

2020 Syllabus

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Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		English Expression I B		1	500600	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address		Office Hours			
1	TAYLOR, James		101.201			Mon.16:30-17:30			
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Writing		Students will consider what they learnt in English Expression I A and will expand on their knowledge by writing essays of various genres. Students will obtain skills to be able to describe their ideas logically in correct English and acquire the skills to be able to plan, configure, write, and rewrite essays. Students will be able to evaluate their writing through conducting peer review activities.						
2	Essays								
3	Genres								
4	Journal								
5	Peer review								
Course Description and Expectations for Students									
Come to class prepared to speak and write in English. Missing deadlines will disrupt your progress and prevent you from achieving a high grade, so complete tasks when they are assigned and submit them on time. Peer review and feedback are important parts of the writing process, so use the opportunity to communicate with your classmates. Respect others' ideas and opinions. It is crucial to ask your classmates or the teacher for help when necessary.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks:									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate in written English. Desire to improve writing skills through responding appropriately to receiving feedback and constructive criticism. Work ethic to revise, edit, and rewrite drafts of an essay.									
No.	Program Objectives	Target Abilities for Students							
①	b, f	Students will be able to develop sentences and paragraphs in response to issues and themes raised in class.							
②	e	Students will be able to draw on cultural knowledge and personal experience to express themselves.							
③	d, f, g	Students will be able to use planning techniques and peer review to develop their and others' work.							
④	e, f	Students will be able to achieve clarity of thought by identifying the features of various genres of writing.							
⑤	f, g	Students will be able to use rhetorical appeals to express thoughts and opinions and to persuade others.							
⑥	e, f, i	Students will be able to investigate and discuss authors' intentions and meanings in various examples.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	100	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	25	0	0	0	0	25
	Ability to think, reason and create	0	0	25	0	0	0	0	25
	Collaboration and leadership	0	0	10	0	0	0	0	10
	Announcement / Expression / Communication	0	0	30	0	0	0	0	30
	Attitude and motivation for learning	0	0	10	0	0	0	0	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	✓	Students will write 3 different types of paragraph and 2 essays, which will be graded according to the following criteria: Process, Task Achievement, Cohesion, Coherence. In cases where the essay is based on another subject, the criterion "Subject-Specific Knowledge" will be added to the rubric. Students will write a journal on an assigned topic for homework after each lesson.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students go through the writing process, respond appropriately to feedback, and produce essays of various genres that are logically structured, well argued, and supported by evidence from reliable sources.	Students go through the writing process, respond to some feedback, and produce essays of various genres that are for the most part logically structured, well argued, and supported by evidence from reliable sources.

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction: Students will read the syllabus. Introductory Paragraphs 1: Students will consider the features and structures of effective introductory paragraphs.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
2 /	Introductory Paragraphs 2: Students will write introductory paragraphs.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
3 /	Supporting Paragraphs 1: Students will consider the features and structures of effective supporting paragraphs.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
4 /	Supporting Paragraphs 2: Students will write supporting paragraphs.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
5 /	Concluding Paragraphs & Titles: Students will consider the features and structures of effective concluding paragraphs and titles, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
6 /	Opinion Essay 1: Students will review opinion paragraphs and consider the features and structures of opinion essays.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
7 /	Opinion Essay 2: Students will plan an opinion essay on an assigned topic.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
8 /	Opinion Essay 3: Students will write the first draft of their opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
9 /	Opinion Essay 4: Students will review their classmates' first draft, then revise and edit their own essays and write the second draft.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
10 /	Opinion Essay 5: Students will review their classmates' second draft, then revise and edit their own essays and write the final draft.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Cause & Effect Essay 1: Students will review cause and effect paragraphs and consider the features and structures of cause and effect essays.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
12 /	Cause & Effect Essay 2: Students will plan a cause and effect essay on an assigned topic.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
13 /	Cause & Effect Essay 3: Students will write the first draft of their cause and effect essay.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
14 /	Cause & Effect Essay 4: Students will review their classmates' first draft, then revise and edit their own essays and write the second draft.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
15 /	Cause & Effect Essay 5: Students will review their classmates' second draft, then revise and edit their own essays and write the final draft. Review: Students will review what was learnt in this course, reflect on their performance, and consider the next semester.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 選択		文学 I		1	500900	前学期	講義／履修		
対象学年	担当教員名		居室	電子メール I D		オフィスアワー			
1年	渦辺 豊		101.201	katabe22@neptune.kanazawa-it.ac.jp;		月曜 16:30-17:30			
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	日本文学・日本文化		古典を読み楽しむことができるようになるために、歴史的仮名遣いや、漢文訓読のルールなど古典学習の基礎を身につける。読書体験をより豊かな人生を生きる指針確立の一助とすることができるようになるために、『羅生門』の読解から主人公の心の葛藤や苦悩について考察する。グローバル化が進む現代の日本で生きる人間としてアイデンティティを大切にできるようになるために、『水の東西』の分析から日本と西洋の文化的相違について考察する。白山麓の地域文化である「人形浄瑠璃」に親しむことができるようになるために、背景となる『平家物語』の世界を知る。						
2	古典								
3	読解力								
4	表現力								
5	地域文化								
授業の概要および学習上の助言									
本科目の授業概要は以下の通りである。									
テーマ：日本文化の源流である古典的文学作品を読み味わい、読書体験からより豊かな人生を生きる指針及び日本文化の中で生きる人間としてのアイデンティティを確立する姿勢を養う。									
1. 古文学習のために必要な基礎知識を学ぶ。									
2. 説話文学を物語の展開を楽しみながら読み味わう。									
3. 芥川龍之介『羅生門』を読み、作品の叙述に即して登場人物の状況や心理を把握し主題を捉え、自らの生き方について考察する。									
4. 山崎正和『水の東西』から作者が提示する日本と西洋の文化的相違について理解した上で、他の文的化相違例について考察する。									
5. 『平家物語』の朗読により日本語特有のリズムを味わい、平安時代末期の時代背景をも理解した上で、白山麓地区に伝わる「でくまわし」の代表的演目である近松門左衛門『出世景清』の世界を楽しむ。									
【教科書および参考書・リザーブドブック】									
教科書：指定なし									
参考書：指定なし									
リザーブドブック：21世紀版少年少女古典文学館（講談社）									
履修に必要な予備知識や技能									
日本語検定4級（中学校卒業）程度の国語能力。									
No.	教育目標 (DP) (記号表記)	学生が達成すべき行動目標							
①	e, f	古文を朗読し、概要を理解できる。							
②	e, f	訓点に従って漢文を書き下し文にし、概要を理解できる。							
③	e, f	『羅生門』を読み、主題を理解した上で、自らの生き方についての考察を含む感想文を書ける。							
④	e, f	『水の東西』にならって、日本と西洋の文化相違について具体例をあげて説明するプレゼンができる。							
⑤	e, f	『平家物語』について、聞き手に臨場感を感じさせる朗読ができる。							
⑥	e, f	白山麓地域に伝わる「でくまわし」について理解し、『出世景清』登場人物の生き方についての感想文を書くことができる。							
達 成 度 評 価									
評価方法		試 験	クイズ小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
指標と評価割合									
総合評価割合		0	60	20	20	0	0	0	100
総合力指標	知識を取り込む力	0	30	0	0	0	0	0	30
	思考・推論・創造する力	0	30	10	0	0	0	0	40
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	0	0	10	10	0	0	0	20
	学習に取り組む姿勢・意欲	0	0	0	10	0	0	0	10

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①		
	②		
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①	レ	小テストは5回実施する。 第1回 文語文法の基本 第2回 児の飴食ひたること（沙石集） 第3回 大江山（十訓抄） 第4回 羅生門 第5回 漢文訓読
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
レポート	①		レポートは2回提出する。 第1回 感想文（羅生門） 第2回 内容読み取り及び感想文（出世景清）
	②		
	③	レ	
	④		
	⑤		
	⑥	レ	
成果発表 （口頭・実技）	①		成果発表は3回行う。 第1回 日本と西洋の文化比較プレゼン（水の東西） 第2回 朗読（韓非子・矛盾） 第3回 朗読（平家物語・木曾の最期）
	②		
	③		
	④	レ	
	⑤	レ	
	⑥		
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①		
	②		
	③		
	④		
	⑤		
	⑥		
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
小テスト：文語文法、漢文訓読のルールを十分に理解した上で、当該作品を正確に読み取ることができる。 登場人物の心理や論理を正確に読み取ることができる。	小テスト：文語文法、漢文訓読のルールを概ね理解した上で、当該作品の概要を読み取ることができる。 登場人物の心理や論理を概ね読み取ることができる。
レポート：登場人物の行動や心理を叙述に即して正確に読み取り、自分の人生観をふまえて感想を述べることができる。	レポート：登場人物の行動や心理を概ね読み取り、自分なりの感想を述べる ことができる。
成果発表：東西文化の差異を自分独自の視点で分析した上で、視覚的効果に優れたスライドを作り、聴衆に強く訴えるプレゼンができる。 大きな声で臨場感あふれる朗読をすることができる。	成果発表：東西文化の差異を分析した上で、適切なスライドを作り、聴衆が十分に理解できるプレゼンができる。 大きな声で正確に朗読をすることができる。

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	科目ガイダンス 古文学習に必要な基礎知識（歴史的仮名遣い）について理解する。	ガイダンス 講義 「古典文法入門」 課題シート 「古文と現代文の違い」	課題シートを再読して理解を深め、小テストに備える。（復習）	30
2 ／	古文学習に必要な基礎知識（文節と単語、品詞）について理解する。 「児の飴食ひたること」（沙石集）を読み、内容を理解する。	課題シート 「文と文節・単語と品詞」 小テスト 「古典文法」 音読 課題シート	課題シートを再読して理解を深め、小テストに備える。（復習）	30
3 ／	古文学習に必要な基礎知識（動詞の活用）について理解する。	小テスト 「児の飴食ひたること」 講義 「文語動詞の活用」 課題シート「活用と活用形」	課題シートを再読して理解を深め、小テストに備える。（復習）	30
4 ／	「大江山」（十訓抄）を読み、内容を理解する。	音読 課題シート 講義 「大江山」 小テスト「大江山」	課題シートを再読して理解を深める。（復習） 「羅生門」（芥川龍之介）を音読する。（予習）	30
5 ／	「羅生門」（芥川龍之介）第一、第二段落の内容を理解する。	音読 課題シート「羅生門」①② 講義 「羅生門」 第一段落 第二段落	課題シートを再読して理解を深める。（復習）	30
6 ／	「羅生門」第三、第四段落の内容を理解する。	音読 課題シート「羅生門」③④ 講義 「羅生門」 第三段落 第四段落	課題シートを再読して理解を深め、小テストに備える。（復習）	30
7 ／	「羅生門」の主題を理解し、感想文を書く。	課題シート「老婆の論理」 感想文 「老婆の論理を受け入れることができるか」 小テスト「羅生門」	感想文を完成できなかった場合は、完成させる。（復習）	30
8 ／	「羅生門」の原典である「今昔物語集」巻第二十九「羅城門の上層に登りて死人を見たる盗人の語・第十八」との比較をすることで、芥川龍之介が描いた「価値観の揺れ」について考察する。 芥川龍之介の生涯について理解する。	講義 「作者のねらい」 講義 「芥川龍之介の生涯」	芥川龍之介の他の短編を読む。（復習）	30
9 ／	「水の東西」（山崎正和）を読み、論旨を理解する。	音読 課題シート 講義 「水の東西」 次時の課題の説明	次時の課題「〇〇の東西」について構想を練る。（予習）	30
10 ／	日本と西洋の文化の差異を示す具体例について考察し、プレゼンの用意をする。	プレゼンのためのスライド作成。	プレゼンスライドが未完成のものは完成させる。（復習）	30

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※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	「〇〇の東西」をプレゼン発表し、相互評価する。	プレゼン発表 相互評価	発表を通して、気づいた改善点を改める。（復習）	30
12 ／	漢文学習のために必要な基礎知識を理解する。	講義・課題シート 「書き下しのきまり」	課題シートを再読して理解を深め、小テストに備える。（復習）	30
13 ／	矛盾（韓非子）をきまりに従って正確に書き下す。 内容を理解した上で朗読発表し、相互評価する。	小テスト 「書き下しのきまり」 課題シート「矛盾」 朗読「矛盾」 相互評価	「木曾の最期」（平家物語）を音読する。（予習）	30
14 ／	「木曾の最期」（平家物語）の内容を理解した上で、臨場感を出すための効果的な朗読について工夫する。 朗読発表し、相互評価する。	講義「木曾の最期」 朗読「木曾の最期」 相互評価	「出家景清」を通読する。（予習）	30
15 ／	白山麓に伝わる「でくまわし」について知る。 「出家景清」（近松門左衛門）の内容を理解し、登場人物の行動について感想文を書く。	講義「でくまわし」（ビデオ） 講義「出家景清」 感想文「出家景清」	「でくまわし」の他の演目についても調べる。	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Elective		World Literature I		1	501000	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	BAIRD, Pauline		101. 201				Mon. 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Short Fiction		Students will be able to read a variety of short pieces of writing from a variety of literary genres and academic disciplines. Students will keep a portfolio of in which the organize works and assignments. Students will read critically and for meaning in order to be able to summarize, discuss, compare, relate to different readings and styles of literature.					
2	Graphic Novel							
3	Poetry							
4	Drama							
Course Description and Expectations for Students								
This course is conducted in a workshop format. Students will be able to investigate, create, present, and discuss a wide variety of human experiences and social contexts in human society through the genres: short story, fiction/non-fiction; graphic novel, and drama.								
Students will be able to: Turn in artifacts, handout, portfolio Submit all notes, and assignments after the study of each genre.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: (Handouts) Reference books: Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students can express likes and dislikes of art, movies, books, personal reading, and entertainment. Can explain their preferences.								
No.	Program Objectives	Target Abilities for Students						
①	e,f,g	Students will be able to compose short stories and poems						
②	i	Students will be able to analyze literature and explain literary terms						
③	i	Students will be able to read and summarize literature						
④	e,f,g	Students will be able to compare selected literature						
⑤	i	Students will be able to investigate and explain the intentions and main ideas						
⑥	e,f,g	Students will be able to and connect literature to various cultures, academic disciplines, and value systems						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		0	0	40	20	0	40	0
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	10	5	0	10	0
	Ability to think, reason and create	0	0	10	5	0	10	0
	Collaboration and leadership	0	0	0	0	0	10	0
	Announcement / Expression / Communication	0	0	10	5	0	0	0
	Attitude and motivation for learning	0	0	10	5	0	10	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①		40% Students will write 4 genre-based projects (for example, a poem), which will be graded on task achievement and coherence.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Presentation	①	✓	20 % Students will create a gallery and present/publish their work and projects completed for each module, which will be graded on presentation skills, explanation and content.
	②		
	③		
	④	✓	
	⑤		
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	40% A journal containing all homework, and assignment that will be graded for completion and correctness after each genre. All stored and organized properly be submitted in a binder.
	②	✓	
	③		
	④		
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students can use literary terms and organize ideas logically when analyzing literary works in several genres.	Students can use explain the meanings and composition of works in various genres.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction: Read the syllabus. Discuss short-fiction and complete exercises	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
2 /	Short Story (Fiction): Study the features of short story (fables).	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
3 /	Short-Story (non-fiction): Study the features of short story- non-fiction.	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
4 /	Short-Story (non-fiction): Study the features of short story- non-fiction.	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
5 /	Graphic Novel: Study the features of graphic novels.	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Prepare to submit Portfolio	30
6 /	Graphic Novel: Continued.	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
7 /	Graphic Novel: Continued Poetry (Hip -Hop; African, Caribbean)	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
8 /	Project Proposal for Presentationy & Catch up	Exploring and designing & artifact for publishing	Prepare to Project Proposal	30
9 /	Poetry (Hip -Hop; African, Caribbean) Study the features of poetry	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
10 /	Poetry (Asian and Latin American)	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Poetry (North American; Middle Eastern) Drama (17 th Century and 20 th Century): Study the features of drama	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
12 /	Drama: Continued	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Prepare to submit Portfolio	30
13 /	Drama: Continued	Worksheets, writing, brainstorming, discussing, drafting reviewing, reflecting, journaling.	Complete classwork: Portfolio	30
14 /	Final Project	Editing and completing project Conferencing	Complete classwork: Portfolio	30
15 /	Final Project Presentation	Presentation	Prepare & submit Portfolio	30

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科目名		単位	科目コード	開講時期	授業形態		
国際理工学科 一般科目 必修		歴史文化ⅠA		1	501400	前学期	講義／履修		
対象学年	担当教員名		居室	電子メールID			オフィスアワー		
1年	上田 清史		101. 201	kueda@neptune.kanazawa-it.ac.jp			月曜日・木曜日 16:30 - 17:30		
授業科目の学習教育目標									
キーワード			学習教育目標						
1	キリスト教		この授業では「ヨーロッパ世界」形成の思想的基盤を理解するために「キリスト教の成立」について学び、のちの宗教改革の展開について考察する。またこれらの歴史的背景がどのような影響を西洋の異なる政治システムの誕生と発展に及ぼしたのかを理解するために、絶対王政や立憲王政の成立や展開、さらに共和政への移行について学ぶ。最後に「国民国家」という近代的概念の生まれた前提としての「国民意識の形成」について歴史的理解を深める。						
2	宗教改革								
3	絶対王政・立憲王政								
4	共和政								
5	国民意識								
授業の概要および学習上の助言									
世界の歴史・文化に対する学びを通じて、人間社会に存在する価値観の多様性と、その相克の過程とを理解し、歴史的な視野をもって現代社会を捉え直す素養を身につける。ここでは特に中近世のヨーロッパを中心に社会の在り方を概観し、西洋に変革をもたらした偉人たちの事跡を追って、各時代に求められた英雄像についての考察を深めるとともに、社会構造の形成過程、すなわち歴史上に出現した多様な政治形態について正しく理解する。									
授業内容について、理解が不十分と感じるところがあれば質問すること。講義のメモを取り各自でノートを補完すること。									
【教科書および参考書・リザーブドブック】 教科書：世界史B 尾形勇 東京書籍 参考書：ハンドアウト リザーブドブック：									
履修に必要な予備知識や技能									
No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標							
①	c, e	西洋におけるキリスト教の伝播について説明できる							
②	c, e	十字軍運動の展開について説明できる							
③	c, e	宗教改革の概要について説明できる							
④	c, e	イギリスの立憲王政の過程について説明できる							
⑤	c, e	アメリカ合衆国の独立運動について説明できる							
⑥	c, e	ナポレオンがもたらした国民意識の広がりについて説明できる							
達成度評価									
評価方法 指標と評価割合		試験	クイズ 小テスト	レポート	成果発表 口頭・実技	作品	ポートフォリオ	その他	合計
総合評価割合		20	20	20	20	0	20	0	100
総合力指標	知識を取り込む力	8	8	5	5	0	5	0	31
	思考・推論・創造する力	4	4	8	7	0	5	0	29
	コラボレーションとリーダーシップ	0	0	0	2	0	0	0	0
	発表・表現・伝達する力	8	8	7	6	0	5	0	35
	学習に取組む姿勢・意欲	0	0	0	0	0	5	0	5

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①		定期試験。論述式問題の答案を四つの基準から評価する。①「歴史の流れ」に対する理解度。②解答に内容における史実の正確性。③試験問題に対する解答の関係性と論理性。④簡潔な文と文章構成（20%）
	②		
	③		
	④	レ	
	⑤	レ	
	⑥	レ	
クイズ 小テスト	①	レ	中間テスト。論述式問題の解答を次の四つの基準から評価する。①「歴史の流れ」に対する理解度。②解答に内容における史実の正確性。③試験問題に対する解答の関係性と論理性。④簡潔な文と文章構成（20%）
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
レポート	①	レ	5つの課題：効果的な「考え方」や「書き方」などを指導する。 課題は授業で配布され次の授業の始めに提出する。（20%）
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
成果発表 （口頭・実技）	①	レ	1回の発表：教員と相談した上で前学期に学んでいる世界史の内容からテーマを決定する。 個人発表の次の点を評価する：内容、スタイル（方法）、パワーポイントなどの補助資料、資料（史料）の提示など。（20%）
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①	レ	学期末に提出する。ポートフォリオには配布資料（メモを取る）・中間テストの答案・五つの課題・発表の作成資料（一点）などを添えること。これらを「学習に取り組む姿勢・意欲」などと総合的に評価する。（20%）
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
西洋におけるキリスト教の伝播について説明できる。 十字軍運動の展開について説明できる。 宗教改革の概要について説明できる。 イギリスの立憲王政の過程について説明できる。 アメリカ合衆国の独立運動について説明できる。 ナポレオンがもたらした国民意識の広がりについて説明できる。	西洋におけるキリスト教の伝播についてその要点を述べる事ができる。 十字軍運動の展開についてその要点を述べる事ができる。 宗教改革の概要についてその要点を述べる事ができる。 イギリスの立憲王政の過程についてその要点を述べる事ができる。 アメリカ合衆国の独立運動についてその要点を述べる事ができる。 ナポレオンがもたらした国民意識の広がりについてその要点を述べる事ができる。

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	キリスト教の誕生 キリスト教の成立について理解する	イエスの言行と使徒たちの 布教活動を中心に講義する	新約聖書について調べる ノート（プリント）を見直して補 完する。	20 10
2 ／	ヨーロッパ世界の形成 ゲルマンの大移動について理解する	アッティラの築いたフン王 国の盛衰を中心に講義する 課題①を配布する	ゲルマン人について調べる ノート（プリント）を見直して補 完する。	20 10
3 ／	フランスの分裂 神聖ローマ帝国の成立を理解する	カール大帝の事績と領土継 承問題を中心に講義する 課題①を提出する	フランク王国について調べる ノート（プリント）を見直して補 完する。	20 10
4 ／	イギリスの誕生 ノルマン征服について理解する	ウィリアムの事績とイギリ スの民族事情を中心に講義す る 課題②を配布する	ヴァイキングについて調べる ノート（プリント）を見直して補 完する。	20 10
5 ／	十字軍① 十字軍について理解する	ウルバヌス2世の演説と当 時の教皇庁の事情を中心に講 義する 課題②を提出する	十字軍について調べる ノート（プリント）を見直して補 完する。	20 10
6 ／	十字軍② レコンキスタについて理解する	イサベル女王とグラナダの 攻防を中心に講義する	レコンキスタについて調べる ノート（プリント）を見直して補 完する。	20 10
7 ／	中間テスト 百年戦争 百年戦争の概要を理解する	中間テスト（50分間） ジャンヌ・ダルクの業績と 後世におけるその評価を中心 に講義する	中間テストの準備をする。 百年戦争について調べる ノート（プリント）を見直して補 完する。	60 10
8 ／	宗教改革 宗教改革の展開を理解する	ルターとカトリックの思想 的な相違を中心に講義する 課題③を配布する。	宗教改革について調べる ノート（プリント）を見直して補 完する。	20 10
9 ／	大英帝国の時代 エリザベス一世について理解する	エリザベスとフェリペ2世 との攻防を中心に講義する 課題③を提出する。	エリザベス1世について調べる ノート（プリント）を見直し て補完する。	20 10
10 ／	イギリスの内乱 立憲王政の確立について理解する	クロムウェルの活動とその 思想を中心に講義する 課題④を配布する	イギリス市民革命について調べ る ノート（プリント）を見直して 補完する。	20 10

授業明細表

C L I P 学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行ってください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	フランスの内乱 絶対王政の展開について理解する 英仏の抗争 英仏の経済派遣抗争について理解する	アンリ4世の即位とその宗教的立場を中心に講義する イギリスとフランスの経済政策を中心に講義を進める 課題④を提出する	ブルボン朝について調べる 第2次英仏百年戦争を調べる ノート（プリント）を見直して補完する。	30 15
12 ／	アメリカの独立 合衆国の独立運動について理解する	ワシントンの事績と独立の思想を中心に講義する。	アメリカ独立革命について調べる ノート（プリント）を見直して補完する。	20 10
13 ／	発表	内容・発表の態度・作成資料などを評価する。受講生による相互評価も取り入れる。 課題⑤を配布する	発表の準備をする 自分や他の受講者の発表について評価する。	60 10
14 ／	フランス革命 共和政への移行について理解する	市民革命を支えた近代の啓蒙思想を中心に講義する 課題⑤を提出する	フランス革命について調べる ノート（プリント）を見直して補完する。	20 10
15 ／	ナポレオンの戦争 国民意識の形成について理解する	ナポレオンの事績と世界に与えた影響を中心に講義する	ナポレオンについて調べる ノート（プリント）を見直して補完する。	20 10
16 ／	定期試験	定期試験（50分） 学生の世界史に対する知識と理解度を確かめる	授業内容を学習する 試験内容・結果を確認する	60 10
17 ／	試験返却・自己点検			
18 ／				
19 ／				
20 ／				

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
21 ／				
22 ／				
23 ／				
24 ／				
25 ／				
26 ／				
27 ／				
28 ／				
29 ／				
30 ／				

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 必修		歴史文化ⅠB		1	501500	後学期	講義／履修		
対象学年	担当教員名		居室	電子メール I D			オフィスアワー		
1年	上田 清史		101. 201	kueda@neptune.kanazawa-it.ac.jp			月曜・木曜 16:30 - 17:30		
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	勢力均衡		この授業では近代における世界史の流れを理解するために、西洋列強の「勢力均衡」という国家戦略について学ぶ。近代に於いて宗教と民族の果たした役割を理解するためにオスマン帝国とヨーロッパ社会との確執について学ぶ。また東アジアにおける新しい国際秩序の形成という文脈の中で、日本の近代化と列強との関係について考える。さらに世界規模の戦争の背景を理解する為に、両世界大戦の展開と影響について考察する。最後に世界史から見た日本の政治体制や日本国憲法の確立過程の意義について考える。						
2	帝国主義								
3	国民国家								
4	憲法								
5									
授業の概要および学習上の助言									
世界の歴史・文化に対する学びを通じて、人間社会に存在する価値観の多様性と、その相克の過程を理解し、歴史的な視野をもって現代社会を捉え直す素養を身に着ける。ここでは特に近代ヨーロッパに始まる国民意識の形成と国民国家の出現、列強の誕生と植民地支配、帝国主義による2度の世界大戦の顛末を概観し、その延長上に現代社会を捉え直す。以上の学びを通じて、今日の国際社会における日本の立ち位置を客観的に把握する。									
授業内容について理解が不十分と感じるところがあれば質問すること。講義のメモを取り各自でノートを補完すること。									
【教科書および参考書・リザーブドブック】 教科書：「世界史B」、尾形勇、東京書籍 参考書：ハンドアウト リザーブドブック：									
履修に必要な予備知識や技能									
歴史文化ⅠA									
No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標							
①	e	勢力均衡という国家戦略について説明できる。							
②	e	オスマン帝国とヨーロッパ社会との確執について説明できる。							
③	c, e	日本の近代化と列強との関係について説明できる。							
④	c, e	第一次世界大戦との展開と影響について説明できる。							
⑤	c, e	第二次世界大戦の展開と影響について説明できる。							
⑥	c, e	日本の政治体制と日本国憲法の確立過程について説明できる。							
達 成 度 評 価									
評価方法 指標と評価割合		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
総合評価割合		20	20	20	20	0	20	0	100
総合 能力 指標	知識を取り込む力	8	8	5	5	0	5	0	31
	思考・推論・創造する力	4	4	8	7	0	5	0	29
	コラボレーションとリーダーシップ	0	0	0	2	0	0	0	0
	発表・表現・伝達する力	8	8	7	6	0	5	0	35
	学習に取組む姿勢・意欲	0	0	0	0	0	5	0	5

※総合能力指標で示す値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標	評価の実施方法と注意点
試験	①	学期末試験。論述式問題の答案を四つの基準から評価する。①「歴史の流れ」に対する理解度。②解答に内容における史実の正確性。③試験問題に対する解答の関係性と論理性。④簡潔な文と文章構成（20%）
	②	
	③	
	④	
	⑤	
	⑥	
クイズ 小テスト	①	中間テスト。論述式問題の解答を四つの基準から評価する。①「歴史の流れ」に対する理解度。②解答に内容における史実の正確性。③試験問題に対する解答の関係性と論理性。④簡潔な文と文章構成（20%）
	②	
	③	
	④	
	⑤	
	⑥	
レポート	①	5つの課題：効果的な「考え方」や「書き方」などを指導する。 課題は授業で配布され次の授業の始まりに提出する。（20%）
	②	
	③	
	④	
	⑤	
	⑥	
成果発表 （口頭・実技）	①	1回の発表：教員と相談した上で後学期に学んでいる世界史の内容からテーマを決定する。 個人発表の次の点を評価する：内容、スタイル（方法）、パワーポイントなどの補助資料、資料（史料）の提示など。（20%）
	②	
	③	
	④	
	⑤	
	⑥	
作品	①	
	②	
	③	
	④	
	⑤	
	⑥	
ポートフォリオ	①	ポートフォリオには配布資料（メモを取る）・5つの課題・中間テスト・発表の補助資料（1点）や関係のある場合はその他を添えること。これは学期末に提出する。（20%）
	②	
	③	
	④	
	⑤	
	⑥	
その他	①	
	②	
	③	
	④	
	⑤	
	⑥	

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
勢力均衡という国家戦略について説明できる。 オスマン帝国とヨーロッパ社会との確執について説明できる。 日本の近代化と列強との関係について説明できる。 第一次世界大戦との展開と影響について説明できる。 第二次世界大戦の展開と影響について説明できる。 日本の政治体制と日本国憲法の確立過程について説明できる。	勢力均衡の要点について述べる事ができる。 オスマン帝国とヨーロッパ社会との確執の要点を述べる事ができる。 日本の近代化と列強との関係についてその要点を述べる事ができる。 第一次世界大戦の展開と影響についてその要点を述べる事ができる。 第二次世界大戦の展開と影響についてその要点を述べる事ができる。 日本の政治体制と日本国憲法の確立過程についてその要点を述べる事ができる。

授業明細表

C L I P 学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	列強の近代へ 大国の勢力均衡について理解する。	ナポレオン亡き後の列強の 正統主義を中心に講義する。 課題①を配布する。	ウィーン体制について調べる。 ノートを見直して補強する。	20 10
2 ／	自由主義の台頭 ナショナリズムについて理解する。	列強各国の国民意識の形成 を中心に講義する。 課題①を提出する。	国民意識について調べる。 ノートを見直して補強する。	20 10
3 ／	イスラムの世界 オスマン帝国について理解する。	トルコを中心とするイスラ ム共同体の形成を中心に講義 する。 課題②を配布する。	オスマン帝国について調べる。 ノートを見直して補強する。	20 10
4 ／	東方問題の発生 中東の国際問題について理解する。	パレスチナ問題の原因と現 在を中心に講義する。 課題②を提出する	東方問題について調べる。 ノートを見直して補強する。	20 10
5 ／	帝国主義の台頭 列強の拡大について理解する。	近代国家における産業資本 主義の発展を中心に講義す る。	資本主義について調べる。 ノートを見直して補強する。	20 10
6 ／	中間テスト アフリカ分割 列強のアフリカ支配について理解する。	中間テスト（50分間） 列強のアフリカ植民地化を 中心に講義を進める。	テストの準備をする アフリカ植民地について調べ る。 ノートを見直して補強する。	60 10
7 ／	列強とアジア アヘン戦争について理解する。	アヘン戦争をめぐる列強の 思惑を中心に講義する。 課題③を配布する	アヘン戦争について調べる。 ノートを見直して補完する。	20 10
8 ／	日清・日露戦争 列強と日本の争いについて理解する。	近代日本の生き残り戦略を 中心に講義する。 課題③を提出する。	日清・日露戦争について調べ る。 ノートを見直して補完する。	20 10
9 ／	第一次世界大戦 第一次世界大戦について理解する。	三国同盟と三国協定の相克 を中心に講義する。	第一次世界大戦について調べ る。 ノートを見直して補完する。	20 10
10 ／	国民国家の形成 列強からの解放運動について理解する。	列強のアフリカ支配をめぐ る思惑を中心に講義する。 課題④を配布する。	アフリカ植民地について調べる。 ノートを見直して補完する。	20 10

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	世界恐慌 世界恐慌について理解する。	アメリカ経済と戦争との関わりを中心に講義する 課題④を提出する。	世界恐慌について調べる。 ノートを見直して補完する。	20 10
12 ／	第二次世界大戦① 三国枢軸について理解する。	世界恐慌時の日本の経済的危機とその生き残り戦略を中心に講義する。	第二次世界大戦について調べる。 ノートを見直して補完する。	20 10
13 ／	発表	内容・発表の態度・作成資料などを評価する。受講生による相互評価も取り入れる。 課題⑤を配布する。	発表の準備をする。 自分や他の受講者の発表について評価する。	20 10
14 ／	第二次世界大戦② 太平洋戦争について理解する。	世界恐慌時の日本の経済的危機とその生き残り戦略を中心に講義する 課題⑤を提出する。	太平洋戦争について調べる。 ノートを見直して補完する。	20 10
15 ／	大戦後の日本 日本国憲法や日本経済の再建について理解する。	戦後日本における占領政策や日本の技術革新と経済成長を中心に講義する。	日本国憲法について調べる 石油危機について調べる。 ノートを見直して補完する	20 10
16 ／	定期試験	学生の世界史に対する知識と理解度を確かめる	授業内容を学習する 試験内容・結果を確認する	60 10
17 ／	試験返却・自己点検			
18 ／				
19 ／				
20 ／				

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
21 ／				
22 ／				
23 ／				
24 ／				
25 ／				
26 ／				
27 ／				
28 ／				
29 ／				
30 ／				

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		History and Culture (English) I A		1	501800	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BASQUILL, Edward		101.201				(M-F) 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	world history		Students will be able to list and describe the major civilizations of the world through 1500 CE, describe the scope, variety, tools, and techniques of historical inquiry, use primary and secondary sources to investigate and analyze a historical turning-point and communicate the findings and investigate and explain the intentions, motives, beliefs and emotions of selected individuals and groups in history.						
2	world cultures								
3	ancient history								
4	social history								
5	history of technology								
Course Description and Expectations for Students									
This course will be delivered through note taking presentations, lectures, and student activities. The note taking presentations will be given to students prior to class. Students will then bring their notes and use them to follow the lecture in class and support any activities given during the class. Most classes will have 1 to 2 activities, which will be focused around using primary and secondary sources to engage the history and encourage critical thinking.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Traditions & Encounters Vol. 1 (Jerry H. Bently, et. al., McGraw Hill)									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Basic computer skills and basic note taking skills.									
No.	Program Objectives	Target Abilities for Students							
①	e,i	SWBAT list and describe the major civilizations of the world through 1500 CE.							
②	e,i	SWBAT describe the scope, variety, tools, and techniques of historical inquiry.							
③	e,i	SWBAT use primary/secondary sources to investigate a historical turning-point and explain their findings.							
④	e,i	SWBAT investigate/explain the intentions, motives, beliefs and emotions of individuals/groups in history							
⑤	e,i	SWABT use primary/secondary sources to investigate a historical turning-point and explain their findings.							
⑥									
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	20	40	20	0	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	10	15	10	0	10	0	45
	Ability to think, reason and create	0	10	15	5	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	5	0	10	0	25
	Attitude and motivation for learning	0	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	The final exam will be a presentation on large scale changes that happened from 12,000 B.C.E to 1,500 C.E
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Quizzes	①	✓	There will be at the start of every class except for the first class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Report	①	✓	Student activities will take place during class and each class will have 1 to 2 activities. These activities will normally be based around using primary and secondary sources to explain history or a historical connection.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	Students will be expected to take notes prior to each class and create organized notes using a system that allows for the easy access of desired information.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will be able to demonstrate historical thinking and its value through drawing conclusions, providing evidence based, and arguments making connections. Students will show a strong understanding of past countries, peoples, and cultures. Moreover, Students will be able to draw on that knowledge to support their assertions.	Students will be able to demonstrate historical thinking and its value through drawing conclusions, providing evidence based, and arguments making connections. With support, students will be able to make connections and use giving information to create and support their assertions.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Students will show understanding of the syllabus and explain the reasons for studying history. Also explain the importance of primary/secondary sources and explore the history of something that is valuable to you.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 /	Students will explain the evolution of homosapiens and explain the Agricultural Revolution. Also, reflect on the pros/cons of Agricultural Revolution with the purpose of defending or criticizing the event.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 /	Students will explain the six pillars of civilization and explain the birth of civilization in Mesopotamia. Also, compare and contrast the birth of civilization in different parts of the world.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 /	Students will explain how civilizations managed the balance between growth and control and explain the expansion and success of ancient Egypt. Also, analyze the positive/negative effects of civilization growth.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 /	Students will explain how technology affected ancient civilizations and explain how technology made the Assyrian Empire successful. Also, hypothesize about and confirm the effect of technology on civilizations.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 /	Students will explain Collective Knowledge and its critical role in progress of civilizations and explain how the Phoenicians impacted history. Also, analyze the effect of cultural diffusion and how it adds to Collective Knowledge.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 /	Students will explain how successful empires grew and accumulated power and explain how the Persian Empire started and why it was successful. Also, compare and contrast different empires and deduce what methods of empire building worked/failed and why.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
8 /	Students will explain the challenges empires faced and how they maintained themselves and explain how the Roman Republic handled the Punic Wars and the rise of Julius Caesar. Also, analyze how empires change in order to maintain power.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
9 /	Students will explain how large empires were connected and interacted other than war and explain how the Silk Road promoted cultural diffusion. Also, hypothesize about the ways cultures can interact and confirm how cultural diffusion can happen.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 /	Students will explain the cycle of empires (rise, height, and fall) and explain the reasons for the rise and fall of the Roman Empire. Also, compare and contrast the life cycle of empires and determine if these cycles are applicable today.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Students will explain the effects of collapsing empires on the areas they once controlled and explain what happened to Europe after the fall of Rome. Also, hypothesize what happened to post-imperial civilizations after the collapse of their ruling empire.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 /	Students will explain how Cultural Diffusion/Collective Knowledge impacted the Empires that followed the Classical Era and explain the birth and rise of the Umayyad Empire. Also, compare and Contrast classical empire with post-classical empires	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 /	Students will explain how Cultural Diffusion/Collective Knowledge are impacted by "The Marketplace of Ideas" and explain the success and fall of the Abbasid Empire. Also, analyze the relationship between large post-classical empires and the other civilizations.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
14 /	Students will explain how civilizations became more connected during this time period through the Mongol Empire. Also, hypothesize about the different ways people break out of tribalism and unite under a shared cultural identity.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
15 /	Students will explain how a need for exploration led to the first steps towards global interconnectivity. Also, explain how the Italian states and Italian Renaissance paved the way for the Age of Exploration.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
16 /	Final Exam			
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		History and Culture (English) I B		1	501900	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BASQUILL, Edward		101.201				(M-F) 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	world history		Students will be able to list and describe the major civilizations of the world from 1500 CE to present, describe the scope, variety, tools, and techniques of historical inquiry, use primary and secondary sources to investigate and analyze a historical turning-point and communicate the findings, list and describe the major civilizations of the world from 1500 CE to present, and describe the scope, variety, tools, and techniques of historical inquiry.						
2	world cultures								
3	ancient history								
4	social history								
5	history of technology								
Course Description and Expectations for Students									
This course will be delivered through note taking presentations, lectures, and student activities. The note taking presentations will be given to students prior to class. Students will then bring their notes and use them to follow the lecture in class and support any activities given during the class. Most classes will have 1 to 2 activities, which will be focused around using primary and secondary sources to engage the history and encourage critical thinking.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Traditions & Encounters Vol. 1 (Jerry H. Bently, et. al., McGraw Hill)									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Basic computer skills and basic note taking skills.									
No.	Program Objectives	Target Abilities for Students							
①	e,i	SWBAT list and describe the major civilizations of the world from 1500 CE to present.							
②	e,i	SWBAT describe the scope, variety, tools, and techniques of historical inquiry.							
③	e,i	SWBAT use primary/secondary sources to investigate a historical turning-point and explain their findings.							
④	e,i	SWBAT investigate/explain the motives, beliefs and emotions of individuals/groups in history.							
⑤	e,i	SWBAT list and describe the major civilizations of the world from 1500 CE to present.							
⑥	e,i	SWBAT describe the scope, variety, tools, and techniques of historical inquiry.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	10	30	40	0	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	5	10	20	0	10	0	45
	Ability to think, reason and create	0	5	10	10	0	0	0	25
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	10	0	10	0	30
	Attitude and motivation for learning	0	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	There will be at the start of every class except for the first class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	Student activities will take place during class and each class will have 1 to 2 activities. These activities will normally be based around using primary and secondary sources to explain history or a historical connection.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①	✓	Exams will come in the form of 2 research papers. The first will be in conjunction with a separate content area. The second will mirror the presentation for the final. The final exam will be a presentation on large scale changes that happened from 1,500 C.E. to the present.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	Students will be expected to take notes prior to each class and create organized notes using a system that allows for the easy access of desired information.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will be able to demonstrate historical thinking and its value through drawing conclusions, providing evidence based, and arguments making connections. Students will show a strong understanding of past countries, peoples, and cultures. Moreover, Students will be able to draw on that knowledge to support their assertions.	Students will be able to demonstrate historical thinking and its value through drawing conclusions, providing evidence based, and arguments making connections. With support, students will be able to make connections and use giving information to create and support their assertions.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Students will recall the reasons and methods for studying history from the first semester and will call the steps for using the Cornell Method of note taking. Also, students will Cornell Method of note taking in order to organize information from a source.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 /	Students will explain the Age of Exploration and Explain the impact of Europe's desire to navigate the world's oceans. Also, Analyze the historical accounts of different explorers in order to explain why humans explore the unknown.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 /	Students will explain the Protestant Reformation and its implications and explain the changes in European Society during this time. Also, defend your position explaining how people should value social change.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 /	Students will explain the conquest by of the Americas/Oceania by various European Powers and define Colonialism and the different ways it can enacted. Also, compare and contrast the different European conquerors.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 /	Students will explain the Atlantic and Saharan Slave Trades and explain the difference in slavery from this period and other time periods. Also, judge an account and determine if the account is one of slavery or not.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 /	Students will explain the Enlightenment and the philosophies that were born from the movement and explain the Scientific Revolution. Also, hypothesize how countries gained freedom and individual rights.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 /	Students will explain the industrial revolution and how its effects on the world and explain the pros and cons of the industrial age. Also, hypothesize how certain institutions or ideologies can affect history and our current lives.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
8 /	Students will explain the growth of the United States and explore the similarities and differences in the pattern of empires post the age of exploration. Also, Compare and Contrast various countries methods for gaining independence from empires.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
9 /	Students will explain the growth of the and height of the British Empire and explain the effects of colonialism. Also, analyze the way new empires conquered and colonized around the world.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 /	Students will explain the rise of new Islamic Empires and examine the Ottoman Empire's decline prior to WWI. Also, hypothesize what happened because of the growing global empires.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Students will explain the causes and effects of the First World War and explain how industry and colonialism affected war. Also, analyze literary works in order to find/use historical information.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 /	Students will explain the Roaring 20's and the post war era and explain the causes, the event, and the effects of The Great Depression. Also, compare and Contrast the avenues of actions taken by different countries in the face of The Great Depression.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 /	Students will explain the causes, events, and effects of WWII and explain the effects of the war on civilians and home fronts. Also, analyze the reason why WWII memorialized in modern history.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
14 /	Students will explain the creation of the U.N. and the movements to decolonize and explain the start of the Cold War. Also, compare and contrast the events of the Cold War in order to better understand the nature of post WWII warfare.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
15 /	Students will explain the events leading to the end of the Cold War and explain the issues facing our world today. Also, hypothesize how the events today might unfold in the future and what we could do to prevent negative outcomes.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		Pre-Calculus A		2	502600	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	KIHARA, Hitoshi CARRERA, Steven		101.201				(M-F) 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Sets		Students will be able to manipulate algebraic expressions, rational expressions, equations and inequalities using properties of real numbers, define a function and its properties, graph functions via graphing transformation techniques, combine functions through algebraic operations and composition of functions, determine if functions are one to one by the Horizontal line test, and define inverse functions, its properties and graph.					
2	Algebraic Expressions							
3	Rational Expressions							
4	Function Transformations							
5	Inverse Functions							
Course Description and Expectations for Students								
In this course, we will study the real numbers thoroughly, starting with the idea of a set. We will pay close attention to the properties of real numbers, exponents and radicals. We will then talk about algebraic and rational expressions, which then lead to the idea of an equation. We will then study complex numbers and inequalities. Finally, we will introduce the idea of a function, the graph of a function, terminology of functions like domain and range, transformation techniques for graphing functions, the algebra of functions, composition of functions, one-to-one functions and inverse functions.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Pre-Calculus Mathematics for Calculus 7 th Edition by James Stewart Reference books: Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students need to have a basic understanding of numbers and operations on numbers. It is advised that students should feel comfortable asking questions in and outside of the class. Further, students should take the worksheet problems in class serious in order to understand the topics covered in class. Students should eventually understand that making mistakes is crucial for their learning.								
No.	Program Objectives	Target Abilities for Students						
①	a, g, i	Students will be able to manipulate algebraic and rational expressions, equations and inequalities.						
②	a, d, g, i	Students will be able to define a function, understand its properties and graph.						
③	a, d, f, g	Students will be able to graph functions via techniques of graphing transformations.						
④	a, d, g, i	Students will be able to combine functions through algebraic operations and composition of functions.						
⑤	a, d, g, i	Students will be able to determine if a function is one-to-one by the horizontal line test.						
⑥	a, g, i	Students will be able to define an inverse function, understand its properties and graph.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		50	20	0	0	20	10	0
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	45
	Ability to think, reason and create	20	10	0	0	5	0	35
	Collaboration and leadership	0	0	0	0	5	0	5
	Announcement / Expression / Communication	0	0	0	0	5	0	5
	Attitude and motivation for learning	0	0	0	0	0	10	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	There will be two tests, the mid-term test and the final exam. Each test is worth 25% of your grade. In total, 50% of your final grade will be obtained through these tests. It is crucial that you study all your notes, handouts, homework and quizzes before a chapter exam.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	There will be one quiz each lecture which will cover material from the previous lesson. The average of all your quizzes will be your final score which is worth 20% of your final grade. It is crucial that you study all your notes, handouts and homework in order to do well on your quizzes. These quizzes are meant to make sure you are keeping up with the class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①	✓	Students will have to submit a HW/worksheet assignment each lecture. The grading criteria will be based on whether or not you have checked your answer and have corrected your mistakes completely. In total, your works will equate to 20% of your final grade.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Portfolio	①	✓	The portfolio aspect of your grade is meant to make sure the student is keeping up with all the daily material in a neat and organized manner. There will be a rubric that will determine your final score for your portfolio. The rubric will measure the following: 1) Notebook - Did the student take a decent amount of notes and are there notes for each lecture? 3% 2) Binder - Is the syllabus in the front of the binder and are all sections organized? 7%
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students are curious, ask a lot of questions and show willingness to try new ideas, no matter of failure. Students further understand that making mistakes is crucial to learning and go back and correct any mistakes they encountered in their work/HW/quizzes/exams. In essence, students learn the procedure of learning.	Students address their weaknesses in specific topics and form a plan in order to succeed in Calculus.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Syllabus/Class Introduction Introduce the syllabus and the rules for the class.	Lecture	Review: Read the syllabus. Preparation: Read Section 1.1.	30
2 /	Sets Part I Understand the idea of a set and set relations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.1.	30
3 /	Sets Part II Understand the properties of real numbers and set-builder notation.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.1.	30
4 /	Real Numbers Understand the properties of real numbers and the absolute value of a number.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.1.	30
5 /	Exponents Understand exponential notation, laws of exponents and how to write a number in scientific notation.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.2.	30
6 /	Radicals Understand the definition of the n th root and properties of the n th root. Also, understand the definition of rational exponents and how to rationalize the denominator.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.2.	30
7 /	Summary of Exponents Get used to the calculation with exponents.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.2.	30
8 /	Algebraic Expressions Part I Understand what an algebraic expression is. Understand algebraic terminology for polynomials. Also, understand special product formulas and how to multiply polynomials by the distributive property.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.3.	30
9 /	Algebraic Expressions Part II Understand the following factoring techniques: by common factors, trinomials, special formulas and by grouping.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.3.	30
10 /	Rational Expressions Part I Understand what a rational expression is. Understand the definition of the domain of an algebraic expression. Also, understand how to simplify rational expressions and how to multiply and divide rational expressions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.4.	30

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Rational Expressions Part I Understand how to add and subtract rational expressions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.4.	30
12 /	Rational Expressions Part II Understand how to compound fractions and how to rationalize the denominator or numerator.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.4.	30
13 /	Equations Part I Understand the properties of equality, linear equations, quadratic equations and the zero-product property.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.5.	30
14 /	Equations Part II Understand how to complete the square, the quadratic formula and the discriminant.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.5.	30
15 /	Equations Part III Understand how to solve the rational equations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.5.	30
16 /	Equations Part IV Understand how to solve the radical equations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.5.	30
17 /	Summary and review of unclear parts in the previous topics.	Quiz Review all worksheets and ask any question for any difficult problem.	Review the topics studied in the previous classes Review all the worksheets problems	90
18 /	Mid-term exam	A quick review. Have the mid-term exam.	Review all the worksheets problems.	90
19 /	Complex Numbers Part I Understand the definition of a complex number and arithmetic operations on complex numbers.	Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.6.	30
20 /	Complex Numbers Part II Understand square roots of negative numbers and how we can get complex solutions for quadratic equations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.6.	30

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Inequalities Understand rules of inequalities, how to solve linear inequalities and non-linear inequalities.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 1.8.	30
22 /	Functions Understand the definition of a function, how to analyze a function, how to evaluate a function.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.1.	30
23 /	Graphs of Functions Part I Understand the definition of a graph, how to draw a graph of a function by plotting points for: x^2 , $\sqrt{x}$, x , x^3 , $\sqrt[3]{x}$ and for piece-wise functions: $ x $, $[x]$, $[x]$.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.2.	30
24 /	Graphs of Functions Part II Understand the vertical line test, how to obtain the domain and range from a graph.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.2.	30
25 /	Transformations of Functions Part I Understand how to graph a function by vertical and horizontal shifts. Also, understand how to reflect graphs about the x-axis and the y-axis.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.6.	30
26 /	Transformations of Functions Part II Understand how to graph functions by vertical stretching and shrinking. Also, by horizontal stretching and shrinking.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.6.	30
27 /	Combining Functions Understand the algebra of functions and the composition of functions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.7.	30
28 /	One-to-One Functions and their Inverses Part I Understand the definition of a one-to-one function and how to determine if a function is one-to-one by the horizontal line test. Also, understand what it means to be an inverse function and the inverse function property.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.8.	30
29 /	One-to-One Functions and their Inverses Part II Understand how to find the inverse of a function and how to graph the inverse of a function.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 2.8.	30
30 /	Review for Final Exam	Self-Study / Q&A	Review for Final Exam.	120

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
31 /	Final Exam		Review all materials	120
32 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		Pre-Calculus B		2	502700	Second	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	KIHARA, Hitoshi CARRERA, Steven		101.201				(M-F) 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Polynomial Functions		Students will be able to define a quadratic function and its graph, learn about the general polynomial of degree n and its basic graphs, divide polynomials by long division and synthetic division, define a rational function and learn about its properties and graph, define an exponential function and learn about its properties and graph, and define a logarithmic function and learn about its properties and graph.					
2	Dividing Polynomials							
3	Rational Functions							
4	Exponential Functions							
5	Logarithmic Functions							
Course Description and Expectations for Students								
This course will continue with the ideas of pre-calculus, starting with quadratic functions. We will have a thorough study of quadratic functions, polynomial functions, their properties and graphs. We will then learn how to divide polynomials by the division algorithm and learn how to completely factor a polynomial by the Fundamental Theorem of Algebra and the Complete Factorization Theorem. We will then talk about Rational Functions and partial fraction decomposition. The other half of the class will focus on exponential functions, their graphs and properties, as well as logarithmic functions, their graphs and properties.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Pre-Calculus Mathematics for Calculus 7 th Edition by James Stewart Reference books: Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students need to have a good understanding about the topics covered in the previous class about functions. It is advised that students should feel comfortable asking questions in and outside of the class. Further, students should take the worksheet problems in class serious in order to understand the topics covered in class. Students should eventually understand that making mistakes is crucial for their learning.								
No.	Program Objectives	Target Abilities for Students						
①	a, g, i	Students will be able to define a quadratic function, its properties and graph.						
②	a, d, g, i	Students will be able to define a polynomial function of degree n, its properties and basic graphs.						
③	a, d, f, g	Students will be able to divide polynomials by long division and by synthetic division.						
④	a, d, g, i	Students will be able to define a rational function, its properties and graph.						
⑤	a, d, g, i	Students will be able to define an exponential function, its properties and graph.						
⑥	a, g, i	Students will be able to define a logarithmic function, its properties and graph.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		50	20	0	0	20	10	0
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	45
	Ability to think, reason and create	20	10	0	0	5	0	35
	Collaboration and leadership	0	0	0	0	5	0	5
	Announcement / Expression / Communication	0	0	0	0	5	0	5
	Attitude and motivation for learning	0	0	0	0	0	10	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	There will be two tests, the mid-term test and the final exam. Each test is worth 25% of your grade. In total, 50% of your final grade will be obtained through these tests. It is crucial that you study all your notes, handouts, homework and quizzes before a chapter exam.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	There will be one quiz each lecture which will cover material from the previous lesson. The average of all your quizzes will be your final score which is worth 20% of your final grade. It is crucial that you study all your notes, handouts and homework in order to do well on your quizzes. These quizzes are meant to make sure you are keeping up with the class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①	✓	Students will have to submit a HW/worksheet assignment each lecture. The grading criteria will be based on whether or not you have checked your answer and have corrected your mistakes completely. In total, your works will equate to 20% of your final grade.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Portfolio	①	✓	The portfolio aspect of your grade is meant to make sure the student is keeping up with all the daily material in a neat and organized manner. There will be a rubric that will determine your final score for your portfolio. The rubric will measure the following: 1) Notebook - Did the student take a decent amount of notes and are there notes for each lecture? 3% 2) Binder - Is the syllabus in the front of the binder and are all sections organized? 7%
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students are curious, ask a lot of questions and show willingness to try new ideas, no matter of failure. Students further understand that making mistakes is crucial to learning and go back and correct any mistakes they encountered in their work/HW/quizzes/exams. In essence, students learn the procedure of learning.	Students address their weaknesses in specific topics and form a plan in order to succeed in Calculus.

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Syllabus/Class Introduction Quadratic Functions Part I Understand the general and standard form of a quadratic function.	Lecture Worksheet	Review: Read the syllabus. Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.1.	30
2 /	Quadratic Functions Part II Understand maximum and minimum values of quadratic functions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.1.	30
3 /	Polynomial Functions and their Basic Graphs I Understand the definition of a polynomial of degree n , how to graph monomials using graphing transformations and the end behavior of polynomials.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.2.	30
4 /	Polynomial Functions and their Basic Graphs II Understand how to use zeros to graph a polynomial function.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.2.	30
5 /	Dividing Polynomials Part I Understand how to do long division of polynomials by the division algorithm.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.3.	30
6 /	Dividing Polynomials Part II Understand how to divide of polynomials by synthetic division and how to transform the answer in the form of $P(x)=Q(x) \times D(x)+R(x)$.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.3.	30
7 /	Dividing Polynomials Part III Understand how to use the Remainder Theorem and the Factor Theorem.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.3.	30
8 /	Rational Zeros of Polynomials Understand how to use the Rational Zeros Theorem to find the rational zeros of a polynomial.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.4.	30
9 /	Complex Zeros and the Fundamental Theorem of Algebra Part I Understand how to use the Fundamental Theorem of Algebra and the Complete Factorization Theorem in order to factor a polynomial completely.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.5.	30
10 /	Complex Zeros and the Fundamental Theorem of Algebra Part II Understand the Conjugate Zeros Theorem and how it helps us to find polynomials with specified zeros.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.5.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Rational Functions Part I Understand the definition of a rational function. Understand how graphing the simple rational function $y = \frac{1}{x}$ helps us define the vertical and horizontal asymptotes.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.6.	30
12 /	Rational Functions Part II Understand how to find vertical asymptotes, horizontal asymptotes, domain and range of a rational function. Also, understand the three cases for horizontal asymptotes.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.6.	30
13 /	Rational Functions Part III Understand how to graph rational functions by using x-int, y-int and asymptotes.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.6.	30
14 /	Rational Functions Part IV Understand the definition of holes and slant asymptotes and how to graph rational functions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.6.	30
15 /	Polynomial & Rational Inequalities Understand how to solve polynomial and rational inequalities.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 3.7.	30
16 /	Partial Fractions Understand how to perform partial fraction decomposition	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 10.7.	30
17 /	Summary and review of unclear parts in the previous topics.	Quiz Review all worksheets and ask any question for any difficult problem.	Review the topics studied in the previous classes Review all the worksheets problems	90
18 /	Mid-term Exam	A quick review. Have the mid-term exam.	Review all the worksheets problems.	90
19 /	Exponential Functions Part I Understand the definition of an exponential function, its graph and its properties. Also, understand how to graph exponential functions by techniques of graphing transformations.	Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.1.	30
20 /	Exponential Functions Part II Understand the definitions of the number e, and how to find the values of the natural exponential function. Also, understand how to graph the natural exponential function by techniques of graphing transformations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.2.	30

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Exponential Functions Part III Understand the compound interest formula and the continuously compound interest formula	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.2.	30
22 /	Logarithmic Functions Part I Understand the definition of the logarithmic function and be able to use the definition to convert from an exponential equation to a logarithmic equation. Understand the notion of a common logarithm and a natural logarithm and properties of logarithms.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.3.	30
23 /	Logarithmic Functions Part II Understand how to graph logarithmic functions by techniques of graphing transformations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.3.	30
24 /	Laws of Logarithms Part I Understand the laws of logarithms and how to use them to expand and combine logarithms. Also, understand how to evaluate logarithmic expressions using laws of logarithms.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.4.	30
25 /	Laws of Logarithms Part II Understand how to use the change of base formula.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.4.	30
26 /	Exponential Equations Part I Understand how to solve exponential equations.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.5.	30
27 /	Exponential Equations Part II Understand how to solve exponential equations by techniques of substitutions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.5.	30
28 /	Logarithmic Equations Understand how to solve logarithmic equations	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.5.	30
29 /	Modeling with Exponential Functions and Logarithmic Scales Understand how to model with exponential functions and logarithmic functions.	Quiz Lecture Worksheet	Review: Finish worksheet/HW. Prepare the quiz. Preparation: Read Section 4.6.	30
30 /	Review for Final Exam	Self-Study / Q&A	Review for Final Exam.	120

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
31 /	Final Exam		Review all materials	120
32 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept.S General Required		Fundamental Mathematics A		2	503000	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	KIHARA, Hitoshi HUSSIEN, Alaa		31.124 101.201				(M+W+Th) 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Equation of a line and a circle		It is important to learn the fundamentals of mathematics to be able to understand and solve many real life problems. In this course students learn about distance between points, equation of lines and circles. They also know about inequalities which are helpful for optimization applications. Then, they know the basics of statistics and how to represent data using different types of diagrams. Finally they learn about probability of events and Baye's theorem.					
2	Inequalities and linear programming							
3	Venn diagram- and box plot							
4	Probability of events							
5	Bayes' theorem							
Course Description and Expectations for Students								
This course is divided into three parts. The outlines of the first part are given as follows: 1-Learn how to find the distance between two points in space and how to divide a line segment with a certain ration 2-Find the equation of a line in and a line parallel or perpendicular to a given line.3-Find the equation of a circle in both standard and general form and how to convert form a form to another.4-Solve linear and quadratic inequalities analytically and graphically and how to use that in optimization applications. The outlines of part 2 are summarized as follows: 1-Understand the meaning of some statistics terms such as pie chart, bar graph, frequency distribution table, histogram graph 2-Know the meaning of some terms such as mean median, range, standard deviation, percentiles and quartiles 3-Represent the data and summarize the results using Venn diagram, tree diagrams and the box plot. The outlines of the third part are as follows: 1- Understand the definition of some set terms such as union, intersection and probability terms such as sample, population, outcomes, and probability rules. 2-Master the definition of permutation and combination counting principles and difference between them.3- Find the probability of dependent and independent events. 4. Understand the conational probability and Baye's formulas. It is necessary for students to have the basic knowledge of factorization, simplification of algebraic expressions, coordinates system, solving linear equations, ratios, and rationalization								
【Required Materials (textbooks, reference books, reserved books)】								
Textbooks: Higher Level Mathematics 2012 Edition by Ibrahim Wazir and Tim Garry								
Reference books: Pre-Calculus: Mathematics for Calculus 7 th Edition by James Stewart								
Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students need to master the basic knowledge of math topics learnt at the junior high school such as factorization, expansion and simplification of algebraic expressions and use that in solving linear and quadratic equations. During the class, students should be able to ask and answer questions, participate in the activities collaborate and work in groups.								
No.	Program Objectives	Target Abilities for Students						
①	a,i,g	Find the equation of lines and circles and use that to compare the rate of some processes.						
②	a,d,h,i	Solve inequalities and use that for optimization applications to get the best outcome of any process.						
③	d,g,h,i	Learn about different types of data representation graphs and use it to understand and analyze massive data						
④	d,g,h,i	Calculate the probability of dependent, independent and mutual exclusive events in our daily life.						
⑤	d,h,i	Participate in the group learning and discussion, and complete homework assignments.						
⑥	a,g,h,i	Think out of the box and ask questions to solve and understand difficult problems.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		40	20	0	10	0	0	30
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	0	0	15
	Ability to think, reason and create	5	5	0	5	0	0	5
	Collaboration and leadership	0	0	0	5	0	0	5
	Announcement / Expression / Communication	0	0	0	0	0	0	0
	Attitude and motivation for learning	5	5	0	0	0	0	5

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	There is a mid-term exams after the 15th class, and it will cover all the topics studied in the first half term. At the end of the term there is a final term exam and it will cover only the topics studied after the mid-term The two exams equate to 40% of the total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	There will be a quiz at the beginning of each class about the topic studied in the previous class. Quizzes equates to 20% of the total score
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	Students are requested to give a presentation before the midterm exam and another one before the final exam. Students will be evaluated on how well they collaborated with each other in the presentation and their presentation skills. Presentations equate to 10% of total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
H. Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①	✓	Every class a worksheet contains many problems will be given to students; they solve as many problems as they can at the class and solve the remaining problems at home. The homework should be submitted once a week to teachers. The grading criteria will be based on content acquisition and quality of work through showing clear steps on how students get the answers. The homework equates to 30% of the total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
-Students understand the proofs of the formulas and how to use them to solve the problems of the worksheets and the textbook. -Know how to figure out some optimization application to get the best outcome of a process using the knowledge of equation of lines and system of inequalities. -Master the different type of graphs, charts and plots which describes data and know how to use Excel to make these graphs. -Differentiate between the dependent, independent and mutual exclusive events. -Apply the probability concepts to study more life-related events. -Ask questions, try new ideas and help other students.	-Students understand the formulas and how to use them to solve the problems of the worksheets. -Know how to find the equation of lines and solve a system of inequalities and apply that to some simple applications. -Understand the different type of graphs, charts and plots which describes data. -Learn how to find the probability of some events. -Understand how to apply the probability concepts to study life-related events. -Acquire help when they find difficulties

Course schedule

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Course syllabus introduction and the rules of the class. A game activity "Escape from the Moon"	A lecture to introduce the syllabus and class rules. The game sheet. Analyzing the result	Read the course syllabus.	10
2 /	The distance between two points. The internal and external dividing point of a line segment. The center point of a triangle.	A lecture of the new topic. Solving the worksheet and ask questions for more understanding.	Pre-Cal: Read Section 1.9 Review the materials and answer HW problems.	20 40
3 /	The equation of a line using the slope intercepts form. The equation using the point slope form. The equation using the coordinates of two points.	Review the previous topic. Having quiz#1. Lecture of the topic. Solving the worksheet.	Pre-Cal: Read Section 1.10 Review the materials and answer HW problems.	20 40
4 /	Real-life problems and applications for the equation of lines.	Review the previous topic. Having quiz#2. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 1.10 Review the materials and answer HW problems.	20 40
5 /	The equation of a line parallel or perpendicular to another line.	Review the previous topic Having quiz#3. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 1.10 Review the materials and answer HW problems.	20 40
6 /	The equation of a circle in both standard and general form using the center point and the radius.	Review the previous topic Having quiz#4. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 1.9 Review the materials and answer HW problems.	20 40
7 /	The equation of a circle using the coordinates of three points.	Review the previous topic Having quiz#5. Lecture of the new topic. Solving the worksheet.	Read slides of lecture7. Review the materials and answer HW problems	20 40
8 /	The intersection point of a circle and a line and the equation of a tangent line.	Review the previous topic Having quiz#6. Lecture of the new topic. Solving the worksheet.	Read slides of lecture8. Review the materials and answer HW problems	20 40
9 /	The locus of a point and understand how to find the equation of a locus.	Review the previous topic Having quiz#7. Lecture of the new topic. Solving the worksheet.	Read slides of lecture9. Review the materials and answer HW problems	20 40
10 /	The linear inequalities of a single variable and graphing two variables inequalities.	Review the previous topic Having quiz#8. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 1.8+slides of lecture 10 Review the materials and answer HW problems.	20 40

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	The quadratic inequalities of a single variable and two variables.	Review the previous topic Having quiz#9.L Lecture of the new topic. Solving the worksheet.	Read slides of lecture11. Review the materials and answer HW problems	20 40
12 /	Solving systems of inequalities graphically to find the solution region.	Review the previous topic Having quiz#10. Lecture of the new topic. Solving the worksheet.	Read slides of lecture12. Review the materials and answer HW problems	20 40
13 /	Linear programming and finding the maximum and minimum values of a function.	Review the previous topic Having quiz#11. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read the last part of Ch.10+slides of lecture 13 Review the materials and answer HW problems	20 40
14 /	Real world problems and applications (Optimization)	Review the previous topic Having quiz#12.A Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read the last part of Ch.10+slides of lecture 14 Review the materials and answer HW problems	20 40
15 /	Summary and review of unclear parts in the previous topics.	Having quiz#13. Review all worksheets and ask any question for any difficult problem.	Review the topics studied in the previous classes Review all the worksheets problems	90 90
16 /	Mid-term exam	A quick review. Have the mid-term exam.	Review all the worksheets problems.	120
17 /	Definition and importance of studying statistics. Definition of some statistical terms.	Lecture of the new topic. Solving the worksheet.	HL-Math: Read section 11.1 Review the materials and answer HW problems	20 40
18 /	The mean, median and mode of some data. Examples of real life data problems.	Review the previous topic Having quiz#14. Lecture of the new topic. Solving the worksheet.	HL-Math: Read section 11.2 Review the materials and answer HW problems	20 40
19 /	The range, variance and the standard deviation Examples of real life data problems.	Review the previous topic Having quiz#15. Lecture of the new topic. Solving the worksheet.	HL-Math: Read section 11.3 Review the materials and answer HW problems	20 40
20 /	The percentiles and quartiles of data. Box plo.t	Review the previous topic Having quiz#16.A lecture for the new topic. Solving the worksheet.	HL-Math: Read section 11.3 Review the materials and answer HW problems	20 40

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Set theory. Venn diagrams.	Review the previous topic Having quiz#17. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 1.1 HL-Math: Read Section 12.2 Review the materials and answer HW problems.	20 40
22 /	Probability terms. Tree and grid diagrams.	Review the previous topic Having quiz#18. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.2 and section 12.3 Review the materials and answer HW problems.	20 40
23 /	Counting principles Permutations.	Review the previous topic Having quiz#19. Lecture of the new topic. Solving the worksheet.	Read the slides of lecture #22 Review the materials and answer HW problems.	20 40
24 /	Counting principles Combinations.	Review the previous topic Having quiz#20. Lecture of the new topic. Solving the worksheet.	Read the slides of lecture #23 Review the materials and answer HW problems.	20 40
25 /	Outcomes of events. Probability rules and mutually exclusive events	Review the previous topic Having quiz#21. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.3 and section 12.3 Review the materials and answer HW problems.	20 40
26 /	Geometric probability. Probability of events using permutations and combinations	Review the previous topic Having quiz#22. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.3 and section 12.3 Review the materials and answer HW problems.	20 40
27 /	Definition independent events and conditional probability	Review the previous topic Having quiz#23. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.4 and section 12.3 Review the materials and answer HW problems.	20 40
28 /	The multiplication rule of conditional probabilities and applications	Review the previous topic Having quiz#24. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.4 and section 12.3 Review the materials and answer HW problems.	20 40
29 /	Bayes' theorem	Review the previous topic Having quiz#25 Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 12.5 and section 12.3 Review the materials and answer HW problems.	20 40
30 /	Summary and review of unclear part in the previous topics.	Providing the answers of all worksheets and allow students to review and ask any question for any difficult problem.	Preview the topics studied in the previous classes Review all the worksheets problems	90 90

Course schedule

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No. Date	Class Content	Method	Assignments (10pt) (Preview and Review)	Time (minutes)
31 /	Final Exam		Review all materials	90
32 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept.S General Required		Fundamental Mathematics B		2	503100	Second	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	KIHARA, Hitoshi HUSSIEN, Alaa		31.124 101.201				(M+Th) 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Trigonometric ratios-Inverse functions		Students will learn the definition of the trigonometric ratios, sine, cosine and tangent and will be able to find these ratios for common angles (30°, 60°, 90°, 180°) and also the inverse ratios $\sin^{-1}$, $\cos^{-1}$ and $\tan^{-1}$. They will be also able to solve any triangle using the law of sine and cosine. Students can solve trigonometric equations and inequalities using different identities. At the end, students can apply their knowledge to solve some real-life problems.					
2	Trigonometric equations							
3	Trigonometric inequalities							
4	The law of sine and cosine							
5	Trigonometric identities							
Course Description and Expectations for Students								
At first, students understand the definition and the importance of trigonometry where this branch of mathematics is completely new for them. As an introduction students will learn the definition of angles and how to express the measure of the angle in both degree and radian. After that, they study the definition of the trig. ratios (sine, cosine and tangent) of angles and the inverse of trig. ratios ($\sin^{-1}$, $\cos^{-1}$ and $\tan^{-1}$) and how to calculate these values for some common angles without using calculators. The law of sine and law of cosine will be explained to help student solving any triangle. Before the end of the first half of the term, many applications will be presented to teach student how to apply their knowledge in their life. In the second half of this term, students will learn how to graph the trigonometric function sine cosine and tangent and evaluate their domain and range, amplitude and phase shift. Also they will know how to find the inverse trig. ratios ($\sin^{-1}$, $\cos^{-1}$ and $\tan^{-1}$). Solving trigonometric equations and inequalities is one of the important topics so students will learn how to solve them. Many identities including Pythagorean and compound angle identities will be taught to students to be able to find the trig. ratios of uncommon angles and solve difficult equations								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Higher Level Mathematics 2012 Edition by Ibrahim Wazir and Tim Garry Reference books: Pre-Calculus: Mathematics for Calculus 7 th Edition by James Stewart Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students need to master the basic knowledge of math topics learnt at the junior high school such as Pythagorean theorem some circle terminologies. In addition, they need to remember the definition of function domain and range. Also, understanding factorization, expansion and simplification of algebraic expressions are needed for this course. At the class, students should have the motivation to ask and answer questions, participate in the activities collaborate and work in groups								
No.	Program Objectives	Target Abilities for Students						
①	i,g	Calculate the trig. ratios of reference angles ((30°, 60°, 90°, 180°) without using a calculator.						
②	i,d	Understand the inverse of trig ratios($\sin^{-1}$, $\cos^{-1}$ and $\tan^{-1}$) and calculate them without calculators						
③	d,g,i	Use the trig. identities to find the ratios of general angles and solve difficult trig. equations.						
④	d,h,i	Graph the trig. functions sine cosine and tangent and find their domain , range, amplitude and phase shift						
⑤	a,g,h,i	Apply their knowledge to many applications to solve some real life problems.						
⑥	a,d,i	Participate in the group activities, ask questions at the class and complete HW assignments.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		40	20	0	10	0	0	30
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	0	0	15
	Ability to think, reason and create	5	5	0	5	0	0	5
	Collaboration and leadership	0	0	0	5	0	0	10
	Announcement / Expression / Communication	0	0	0	0	0	0	0
	Attitude and motivation for learning	5	5	0	0	0	0	5

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	There is a mid-term exams after the 15th class, and it will cover all the topics studied in the first half term. At the end of the term there is a final term exam and it will cover only the topics studied after the mid-term The two exams equate 40% of the total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	There will be a quiz at the beginning of each class about the topic studied in the previous class. Quizzes equates 20% of the total score
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	Students are requested to give a presentation before the midterm exam and another one before the final exam. Students will be evaluated on how well they collaborated with each other in the presentation and their presentation skills. Presentations equate to 10% of total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①	✓	Every class a worksheet contains many problems will be given to students; they solve as many problems as they can at the class and solve the remaining problems at home. The homework should be submitted once a week to teachers. The grading criteria will be based on content acquisition and quality of work through showing clear steps on how students get the answers. The homework equates 30% of the total score.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
-Students understand the importance of trigonometry and variety of applications which use trigonometric theories. -Understand the definition of sin, cos and tan and how to find these ratios for common and some general angles without calculators. Also the same thing for the inverse ratios -Derive the law of sine and cosine and use them to solve different types of triangles. -Differentiate between the trig. identities and determine which one of them can be used to solve a problem. -Think about more life applications other than that given in class. -Solve the worksheet problems and textbook ones.	-Students understand the importance of trigonometry and some applications which use trigonometric theories. -Understand the definition of sin, cos and tan and how to find these ratios for common and some general angles without calculators. Also the same thing for the inverse ratios -Use the law of sine and cosine to solve different types of triangles. -Know the different trig. identities and how to use them to find the ratios of more angles and solve equations -Solve the worksheet problems and ask for help for difficult ones

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Test. Course syllabus introduction and rules of the class.	A test of the topics of fundamental math A A lecture to introduce the syllabus and class rules	Read the course syllabus.	10
2 /	Introduction to trigonometry. Definition of angles. Arc length and sector area.	A lecture of the new topic. Solving the worksheet and ask questions for more understanding.	Pre-Cal: Read Section 6.1 Review the materials and answer HW problems.	20 40
3 /	Trigonometry of right triangles(1)	Review the previous topic. Having quiz#1. Lecture of the topic. Solving the worksheet.	Pre-Cal: Read Section 6.2 Review the materials and answer HW problems.	20 40
4 /	Trigonometry of right triangles(2)	Review the previous topic. Having quiz#2. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.2, 6.4 Review the materials and answer HW problems.	20 40
5 /	Trigonometric functions and coordinates(1) Sine-Cosine-Tangent	Review the previous topic Having quiz#3. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.3 Review the materials and answer HW problems.	20 40
6 /	Trigonometric functions and coordinates(2) Sine-Cosine-Tangent	Review the previous topic Having quiz#4. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.3 Review the materials and answer HW problems.	20 40
7 /	Area of triangles using trigonometric ratios.	Review the previous topic Having quiz#5. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.3 Review the materials and answer HW problems.	20 40
8 /	Pythagorean identities (1)	Review the previous topic Having quiz#6. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.3, 7.1 Review the materials and answer HW problems.	20 40
9 /	Pythagorean identities (2)	Review the previous topic Having quiz#7. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.3, 7.1 Review the materials and answer HW problems.	20 40
10 /	The law of sine(1)	Review the previous topic Having quiz#8. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.5 Review the materials and answer HW problems.	20 40

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	The law of sine(2)	Review the previous topic Having quiz#9. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.5 Review the materials and answer HW problems.	20 40
12 /	The law of cosine(1)	Review the previous topic Having quiz#10. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.6 Review the materials and answer HW problems.	20 40
13 /	The law of cosine(2)	Review the previous topic Having quiz#11. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 6.6 Review the materials and answer HW problems.	20 40
14 /	Applications of triangle trigonometry(1)	Review the previous topic Having quiz#12. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read the last part of Section 6.2, 6.4 Review the materials and answer HW problems.	20 40
15 /	Applications of triangle trigonometry(2)	Review the previous topic Having quiz#13. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read the last part of Section 6.5, 6.6 Review the materials and answer HW problems.	20 40
16 /	Review and self-study. Preparation for the mid-term exam	Having quiz#14 Review all worksheets and ask any question for any difficult problem.	Review the topics studied in the previous classes. Review all the worksheets problems.	90 90
17 /	Mid-term Exam	A quick review. Have the mid-term exam.	Review all the worksheets problems.	120
18 /	General angles. Periodic functions. Trigonometric ratios of general angles.	Return the mid-term test. Lecture of the new topic. Solving the worksheet.	HL-Math: Read Section 7.2 Read the slides of lecture#18 Review the materials and answer HW problems.	20 40
19 /	Graphing of trigonometric functions. Domain, range, period, Amplitude of functions	Review the previous topic Having quiz#15. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 5.3 HL-Math: Read Section 7.3 Review the materials and answer HW problems.	20 40
20 /	Graphing of transformations of trigonometric functions Domain, range, period, Amplitude and phase shift of transformations of the functions	Review the previous topic Having quiz#16. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 5.3 HL-Math: Read Section 7.3 Review the materials and answer HW problems.	20 40

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Reciprocals of trigonometric functions. Secant-Cosecant-Cotangent	Review the previous topic Having quiz#17. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 5.4 Review the materials and answer HW problems.	20 40
22 /	Inverse trigonometric functions. Domain-Range.	Review the previous topic Having quiz#18. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 5.4 Review the materials and answer HW problems.	20 40
23 /	Trigonometric equations	Review the previous topic Having quiz#19. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 5.4 Review the materials and answer HW problems.	20 40
24 /	Trigonometric inequalities.	Review the previous topic Having quiz#20. Lecture of the new topic. Solving the worksheet.	Read the slides of lecture#24 Review the materials and answer HW problems.	20 40
25 /	Compound angle identities of sine and cosine functions.	Review the previous topic Having quiz#21. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 7.2 Review the materials and answer HW problems.	20 40
26 /	Compound angle identities of tan function	Review the previous topic Having quiz#22. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read Section 7.3 Review the materials and answer HW problems.	20 40
27 /	Applications of compound angles identities Double angle identities.	Review the previous topic Having quiz#23. Lecture of the new topic. Solving the worksheet.	Pre-Cal: Read the solved examples of sections 7.2,7.3 Review the materials and answer HW problems.	20 40
28 /	Sum of sine and cosine functions.	Review the previous topic Having quiz#24. Lecture of the new topic. Solving the worksheet.	Read the slides of lecture#28 Review the materials and answer HW problems.	20 40
29 /	Summary of the trigonometric identities.	Review the previous topic Having quiz#25. Lecture of the new topic. Solving the worksheet.	Read the slides of lecture#29 Review the materials and answer HW problems.	20 40
30 /	Review and self-study Preparation for the final exam	Providing the answers of all worksheets and allow students to review and ask any question for any difficult problem.	Review the topics studied in the second half term. Review all the worksheets problems.	90 90

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
31 /	Final Exam		Review all materials	90
32 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Physics IA		1	503500	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address		Office Hours			
1	ITO, Meguru EVANS, Davis		101.201			M-F 16:30-17:30			
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Force and gravity		Physics cultivates the ability to think systematically and logically about phenomena that are important to learning natural science and engineering. In this course, students will be able to deepen their knowledge about force and motion. Students will also learn the basic of mathematical analysis.						
2	Newton’s law								
3	Velocity and acceleration								
4	Free fall								
5	Projectile motion								
Course Description and Expectations for Students									
In this course, - Students must submit all exercises, quizzes and preview checks. - Late submission may reduce students’ score. - All classes are conducted in English. - Students have to take note and submit it in each month.									
Advices for students: - Physics IA is a course that forms the base of Physics IB to IIB, Applied Physics I and II. Be sure to understand the content. If you have any questions, ask during classes and learning sessions. - This course consists of preparations (reading textbooks/ preview check), classes (exercises/class work/quiz), and reviews. Be sure to work on preparations because understanding during classes will improve greatly.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: “Conceptual Physics The High School Physics Program”, Pearson, Paul G Hewitt									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Knowledge of science correspond to junior high school									
Fundamental skills of calculation									
No.	Program Objectives	Target Abilities for Students							
①	h,i	Students will be able to add and decompose forces in their component vectors.							
②	h,i	Students will be able to understand vector quantities and scalar quantities.							
③	h,i	Students will be able to understand velocity and acceleration.							
④	h,i	Students will be able to solve questions related to motion of objects.							
⑤	d,h,i	Students will be able to understand physical phenomena through experiments.							
⑥	i	Students will be able to participate classes actively and review what you achieved.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		40	20	20	0	0	10	10	100
Comprehensive Strength Criterion	Ability to capture knowledge	20	10	10	0	0	0	0	40
	Ability to think, reason and create	20	10	10	0	0	0	0	40
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	5	5
	Attitude and motivation for learning	0	0	0	0	0	10	5	15

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	An exam will be administered at end of semester. The exam covers all topics that students learned in the semester.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Quizzes	①	✓	Students will have a short quiz in class to check understanding of the content.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Report	①	✓	Exercises and Preview checks will be done in most classes. The exercises should be done in class time. But if students could not finish exercise in class time, it should be finished by the next class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		Students have to take note in class. Students' notebook will be graded as portfolio.
	②		
	③		
	④		
	⑤		
	⑥	✓	
Others	①		Students is able to give feedback about classes. Students who finish exercises early, are able to support other students as student assistants.
	②		
	③		
	④		
	⑤		
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students are able to understand actual phenomena correctly with physical interpretation.	Students are able to understand physical phenomena.
Students are able to calculate to solve questions correctly using formulae.	Students are able to calculate to solve questions using formulae.
Students are able to understand units and their dimensions for each physical value.	Students are able to understand units of physical values.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Guidance • Understanding class contents Fundamentals of science	Lecture and exercise	Reading given documents Reading textbook, then preview check	45
2 /	1. About Science • Understanding the role and utility of physics	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
3 /	2. Mechanical Equilibrium - Force • Understanding the mechanical equilibrium	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
4 /	2. Mechanical Equilibrium - Force • Understanding the mechanical equilibrium	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
5 /	2. Mechanical Equilibrium - Vector • Understanding the concept of vector	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
6 /	2. Mechanical Equilibrium - Vector • Understanding composition and resolution of forces	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
7 /	3. Newton's first law - inertia • Understanding the mass and law of inertia	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
8 /	3. Newton's first law - inertia • Understanding the mass and law of inertia	Lecture and exercise	Finishing exercise and reviewing class	45
9 /	Experiment 1 • Experience inertia of object through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
10 /	4. Linear motion – velocity and acceleration • Understanding velocity and acceleration	Lecture and exercise	Finishing exercise and reviewing class	45

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Experiment 2 Experience free fall of object through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
12 /	5. Projectile motion – Projectile motion Understanding projectile motion	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
13 /	5. Projectile motion – Projectile motion Understanding projectile motion	Lecture and exercise	Finishing exercise and reviewing class	45
14 /	Experiment 3 Experience projectile motion of object through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
15 /	Exercise Understanding the learned contents	Exercise	Reviewing the contents so far. Checking wrong answer	45
16 /	Final Exam			
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		Physics IB		2	503600	Second	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address		Office Hours		
1	ITO, Meguru EVANS, Davis		101.201			M-F 16:30-17:30		
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Newton’s law		Physics cultivates the ability to think systematically and logically about phenomena that are important to learning natural science and engineering. In this course, students will be able to further develop the forces and motions learned in Physics IA and understand the laws that link forces and motions through learning concepts and experiments. In addition, students can understand complicated motions with the concept of mechanical energy.					
2	Momentum and impulse							
3	Work, power and mechanical energy							
4	Circular motion and rotational motion							
5	Universal gravitational force							
Course Description and Expectations for Students								
In this course, - Students must submit all exercises, quizzes and preview checks. - Late submission may reduce students’ score. - All classes are conducted in English. - Students have to take note and submit it in each month.								
Advices for students: - Physics IB is a course that forms the base of Physics IIA and IIB, Applied Physics I and II. Be sure to understand the content. If you have any questions, ask during classes and learning sessions. - This course consists of preparations (reading textbooks/ preview check), classes (exercises/class work/quiz), and reviews. Be sure to work on preparations because understanding during classes will improve greatly.								
【Required Materials (textbooks, reference books, reserved books)】								
Textbooks: “Conceptual Physics The High School Physics Program”, Pearson, Paul G Hewitt								
Reference books:								
Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Knowledge of Physics IA Fundamental skills of calculation								
No.	Program Objectives	Target Abilities for Students						
①	h,i	Students will be able to understand Newton’s law.						
②	h,i	Students will be able to understand momentum and impulse						
③	h,i	Students will be able to understand mechanical energy.						
④	h,i	Students will be able to understand circular and rotational motion.						
⑤	d,h,i	Students will be able to understand physical phenomena through experiments.						
⑥	i	Students will be able to participate classes actively and review what you achieved.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		40	20	20	0	0	10	10
Comprehensive Strength Criterion	Ability to capture knowledge	20	10	10	0	0	0	0
	Ability to think, reason and create	20	10	10	0	0	0	0
	Collaboration and leadership	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	5
	Attitude and motivation for learning	0	0	0	0	0	10	5

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	An exam will be administered at end of semester. The exam covers all topics that students learned in the semester.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Quizzes	①	✓	Students will have a short quiz in class to check understanding of the content.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Report	①	✓	Exercises and Preview checks will be done in most classes. The exercises should be done in class time. But if students could not finish exercise in class time, it should be finished by the next class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		Students have to take note in class. Students' notebook will be graded as portfolio.
	②		
	③		
	④		
	⑤		
	⑥	✓	
Others	①		Students is able to give feedback about classes. Students who finish exercises early, are able to support other students as student assistants.
	②		
	③		
	④		
	⑤		
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students are able to understand actual phenomena correctly with physical interpretation.	Students are able to understand physical phenomena.
Students are able to calculate to solve questions correctly using formulae.	Students are able to calculate to solve questions using formulae.
Students are able to understand units and their dimensions for each physical value.	Students are able to understand units of physical values.

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Guidance Reviewing Physics IA	Lecture and exercise	Reading the given documents Reading textbook, then preview check	45
2 /	6. Newton's Second Law – Force and Acceleration • Understanding Newton's second law and solving equation of motion	Lecture and exercise	Confirming the unclear points	15
3 /	6. Newton's Second Law – Force and Acceleration • Understanding Newton's second law and solving equation of motion	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
4 /	6. Newton's Second Law - Friction • Understanding the friction	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
5 /	7. Newton's Third Law – Action and Reaction • Understanding Newton's third law	Lecture and exercise	Confirming the unclear points	15
6 /	7. Newton's Third Law – Action and Reaction • Understanding Newton's third law	Lecture and experiment	Finishing exercise and reviewing the class Reading textbook, then preview check	45
7 /	8. Momentum - Momentum • Understanding the momentum	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
8 /	8. Momentum – Conservation of momentum • Understanding the conservation of momentum	Lecture and exercise	Confirming the unclear points	15
9 /	8. Momentum – Conservation of momentum • Understanding the conservation of momentum	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
10 /	8. Momentum – Elastic collision and Inelastic collision	Lecture and exercise	Confirming the unclear points	15

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	8. Momentum – Elastic collision and Inelastic collision	Lecture and exercise	Reading the given documents Reading textbook, then preview check	45
12 /	Experiment 1 • Experience inelastic collision of object through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
13 /	9. Energy – Work, Power and Mechanical Energy • Understanding work and mechanical energy	Lecture and exercise	Confirming the unclear points	15
14 /	9. Energy – Work, Power and Mechanical Energy • Understanding work and mechanical energy	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
15 /	9. Energy – Conservation of Energy • Understanding the conservation of energy	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
16 /	10. Circular Motion – Circular motion • Understanding circular motion and centripetal and centrifugal forces	Lecture and exercise	Confirming the unclear points	15
17 /	10. Circular Motion – Circular motion • Understanding circular motion and centripetal and centrifugal forces	Lecture and exercise	Finishing exercise and reviewing class	30
18 /	Experiment 2 • Experience circular motion of object through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
19 /	11. Rotational Equilibrium - Torque • Understanding the torque	Lecture and exercise	Confirming the unclear points	15
20 /	11. Rotational Equilibrium - Torque • Understanding the torque	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	11. Rotational Equilibrium – Center of Gravity • Understanding the center of gravity	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
22 /	12. Rotational Motion – Rotational Inertia • Understanding the rotational inertia	Lecture and exercise	Confirming the unclear points	15
23 /	12. Rotational Motion – Rotational Inertia • Understanding the rotational inertia	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
24 /	12. Rotational Motion – Angular Momentum • Understanding the angular momentum	Lecture and exercise	Confirming the unclear points	15
25 /	12. Rotational Motion – Angular Momentum • Understanding the angular momentum	Lecture and exercise	Finishing exercise and reviewing class	30
26 /	Review	Exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
27 /	13. Universal Gravitation – Newton's Law of Universal Gravitation • Understanding the Newton's law of universal gravitation	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
28 /	14. Satellite motion – Kepler's Law • Understanding the satellite motion	Lecture and exercise	Finishing exercise and reviewing class	30
29 /	Exercise • Understanding the learned contents	Exercise	Reviewing the contents so far. Checking wrong answer	45
30 /	Exercise • Understanding the learned contents	Exercise	Reviewing the contents so far. Checking wrong answer	45

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
31 /	Final Exam		Review all materials	
32 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Chemistry IA		1	503900	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	Nagwa Fekri Rashed Jason de Tilly		101.201				Wed. 13:00-14:00		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Matter	Learning Chemistry is essential for students of science and technology. Chemistry overlaps with all of the other sciences, chemical methods are used in research by biologists, physicists, environmental scientists and engineers. In this course, students will learn about materials and energy from both the macro and micro viewpoints. By acquiring scientific thinking relating to nature and industry, students will have a better understanding of what is happening in their real world.							
2	physical change								
3	chemical change								
4	measurement								
5	chemical reactions								
Course Description and Expectations for Students									
Chemistry IA will include lectures, solving worksheets, exercises, group activities, teacher demonstrations, and experiments. For better course achievements, please consider the following: - Students` safety comes first, so be always aware of your safety by following the Safety in the Chemistry Lab Rules. - Check Manaba & Pearson Realize regularly for updates. - Preview the specified sections in the textbook and other resources before attending class. - Keep taking notes during the class time. - Participate actively in discussions by asking questions and sharing your ideas with teachers and classmates. - Keep all the materials as worksheets, experiment reports, and other assignments in a folder to build up your portfolio.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: Pearson Chemistry 2017 edition, Wilbraham, Staley, Matta, Waterman									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
- Analysis and problem-solving - Time management and organization. - Written and oral communication. - Monitoring/maintaining records and data. - Team work and research									
No.	Program Objectives	Target Abilities for Students							
①	d, h, i	Students will be able to explore the importance and nature of chemistry as a core science.							
②	d, h, i	Students will be able to analyze the nature of matter and its classifications.							
③	d, h, i	Students will be able to use different methods to separate mixtures.							
④	d, h, i	Students will be able to distinguish compounds from elements.							
⑤	d, h, i	Students will be able to observe the effects of motion of particles in chemical and physical process.							
⑥	d, h, i	Students will be able to use chemical formulas to determine chemical composition of compounds							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		30	20	15	0	0	20	15	100
Comprehensive Strength Criterion	Ability to capture knowledge	15	10	4	0	0	5	4	38
	Ability to think, reason and create	15	10	4	0	0	5	4	38
	Collaboration and leadership	0	0	0	0	0	0	3	3
	Announcement / Expression / Communication	0	0	3	0	0	5	0	8
	Attitude and motivation for learning	0	0	4	0	0	5	4	13

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	-Final Exam is a cumulative exam for all taught chapters/topics.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	- A test on the lab equipment & safety rules will be held. - Chapter General Tests will be held for each chapter. - A test on the names and symbols of the first 36 elements in the periodic table will be held.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	Students are expected to do the following: - Include lesson title, student's full name and number at the top of each assignment page. - Submit self-checked answers of the assigned textbook and worksheet Qs on time - Turn in any other online assignment on Manaba or Pearson Realize on time. (A 10 % deduction is applied in the case of delay in submitting an assignment per one class delay.)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	- The purpose of the portfolio is to provide evidence of student's chemistry knowledge, learning development, process skills, and attitudes. - Portfolio evaluation is based on documentation of evidence of learning and journal entry that reflects students understanding of their gained learning skills.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①	✓	Grading criteria of this section are as follows: 1- Clear and organized class notes that show all the covered topics in class. 2- Clear and organized lab reports of the performed experiments 3- Response in a proper manner to orally asked Qs by teachers or classmates 4- Safety procedures are followed in all times. 5- Cleanliness of laboratory and hygiene that lead to efficiency in all procedures and class time.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
- Students are able to answer and give explanations of the essential questions by applying the taught chemistry knowledge and concepts. - Students are able to design and perform experiments safely to find solutions or propose an explanation. - Students are able to apply their problem-solving skills to solve complex problems whose solutions require multiple steps. - Students are able to analyze, evaluate or design a solution to a real-world problem by connecting their gained chemistry knowledge to daily lives and other subjects or fields of study.	- Students are able to answer the essential questions by applying the taught chemistry knowledge. - Students are able to perform experiments safely, make observations, analyze given data and use scientific thinking to draw conclusions - Students are able to apply their problem-solving skills to solve problems whose solutions require multiple steps. - Students are able to connect their gained chemistry knowledge to daily lives and other subjects or fields of study.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Laboratory Safety Rules and Signs - Define names and uses of different laboratory equipment	- Lecture - Activity to explore Laboratory Equipment and the safe manners of handling them	- Preview names of Lab Equipment from Manaba - Complete the Table of Lab Equipment Names and Uses	30
2 /	Laboratory Safety Rules and Signs - Demonstrate knowledge of safe laboratory practices.	- Activity to think of the consequences of wrong laboratory and field practices and how these practices could affect society and environment	- Read "Safety in the Chemistry Lab" in Appendix C Book p. R49-50 - Read Safety Contract and sign the agreement.	30
3 /	The Scope of Chemistry - Explain why the scope of chemistry is so vast. - Identify five traditional areas of study in chemistry.	- Lab Equipment & Safety Rules Test - Lecture - Class Activity	- Prepare for Lab Equipment & Safety Rules Test - Answer Lesson 1.1 Book and Workbook related Qs.	30
4 /	Chemistry and You - Identify three general reasons to study chemistry. - Identify some outcomes of modern research in chemistry.	- Lecture - Class activity	- Read and summarize Book p. 9 - Answer Lesson 1.2 Book and Workbook related Qs.	30
5 /	Thinking like a scientist - Identify three steps in the scientific method	- Group activity to make predictions and deal with open-ended questions, or create new questions from observations.	- Search about Alexander Fleming and Antoine-Laurent Lavoisier - Answer Qs 43-49 p.28	30
6 /	Thinking like a scientist - Explain the role collaboration and communication play in science.	- Quick Lab Bubbles p.17 - Group experiments.	- Read Quick Lab "Bubbles" p. 17 - Answer Lesson 1.3 Book and Workbook related Qs.	30
7 /	Problem Solving in Chemistry - Identify the general approach to solving problems. - Describe the steps for solving numeric problems.	- Lecture - Class Activity	- Solve the provided word puzzle - Answer all Lesson 1.4 Book and Workbook related Qs.	30
8 /	Problem Solving in Chemistry - Describe the steps for solving nonnumeric problems.	- Practice solved problems. - Exercises	- Review Chapter 1 - Prepare for Chapter 1 General Test.	30
9 /	Properties of Matter - Explain why all samples of matter have the same intensive properties. - Identify the three states of matter. - Classify physical change.	- Chapter 1 General Test - Lecture - See States of Matter animated on "Pearson Realize"	- Read and summarize Lesson 2.1 - Answer Lesson 2.1 Book and Workbook related Qs.	30
10 /	Mixtures - Explain how mixtures can be classified. - Explain how mixtures can be separated.	- Lecture - Separating mixtures experiments.	- Read Quick Lab "Separating mixtures" p.39 - Read "Recycled Mixtures" p.52-53 - Answer all Lesson 2.2 Book and Workbook related Qs.	30 30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Elements and Compounds - Explain the difference between an element and a compound. -Distinguish between a substance and a mixture.	- Lecture - Group activity	- Read Lesson 2.3 - Start memorizing symbols and names of the first 36 elements in the periodic table	30 30
12 /	Elements and Compounds - Explain how chemists use chemical symbols and chemical formulas.	- Pretest on Elements - Lecture -Group activity	- Memorize symbols and names of the first 36 elements in the periodic table - Answer all Lesson 2.3 Book and Workbook related Qs.	30 30
13 /	Chemical Reactions -Describe what always happens during a chemical change. -Identify the four possible clues that a chemical change has taken place are.	- Test on Elements - Lecture - Teacher Demo to identify chemical changes.	- Read Lesson 2.4 - Answer Lesson 2.4 Book and Workbook Qs.	30 30
14 /	Chemical Reactions - Describe how the mass of the reactants and the mass of products of a chemical reaction are always related.	- Small Scale Lab Experiment “1+2+3=Black” p.51.	- Read Small Scale Lab p.51 - Prepare for Chapter 2 General Test.	30 30
15 /	General Review - Review Chapter 1 & 2.	- Chapter 2 General Test - Group game - Evaluating and reflecting on the progress of own learning. - School Questionnaire	- Prepare for Final Exam - Finalize Portfolio	30 30
16 /	Final Exam	- Evaluating the progress of own learning.		
17 /	Final Exam Return	- Return graded exams and portfolios - Evaluating and reflecting on the progress of own learning.		

2020 Syllabus

Instructor with "*" means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept.S General Required		Chemistry IB		2	504000	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	Nagwa Fekri Rashed Jason de Tilly		101.201				Wed. 13:00-14:00		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Atomic structure		Learning Chemistry is essential for students of science and technology. In this course, students will develop their understanding of materials and energy from the micro viewpoint, understand the atomic structure as a unit constituting a substance, and understand the mechanism of chemical bonding and interaction. It will be possible for them to understand the characteristics of compounds present in various societies.						
2	Periodic table								
3	Ionic bonding								
4	Metallic bonding								
5	Covalent bonding.								
Course Description and Expectations for Students									
Chemistry IB will include lectures, solving worksheets, exercises, group activities, teacher demonstrations, and experiments. For better achievements of the course, please consider the following:									
- Students safety comes first, so be always aware of your safety by following the Safety in the Chemistry Lab Rules.									
- Check Manaba & Pearson Realize regularly for updates.									
- Preview the specified sections in the textbook and other resources before attending class.									
- Keep taking notes during the class time.									
- Participate actively in discussions by asking questions and sharing your ideas with teachers and classmates.									
- Keep all the materials as worksheets, experiment reports, and other assignments in a folder to build up your portfolio.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: Pearson Chemistry 2017 edition, Wilbraham, Staley, Matta, Waterman									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
- Analysis and problem-solving,									
- Time management and organization.									
- Written and oral communication.									
- Monitoring/maintaining records and data.									
- Team work and research									
No.	Program Objectives	Target Abilities for Students							
①	d, h, i	Students will be able to access and find information displayed in the periodic table of elements.							
②	d, h, i	Students will be able to classify elements in the periodic table based on their electron configurations.							
③	d, h, i	Students will be able to relate the electron configuration and valence electrons with ion formation.							
④	d, h, i	Students will be able to connect ions formation to ionic bonds and ionic compounds.							
⑤	d, h, i	Students will be able to explore the nature of covalent bonding and relate it to the octet rule.							
⑥	d, h, i	Students will be able to name some chemical compounds and write their formulas.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		30	20	15	0	0	20	15	100
Comprehensive Strength Criterion	Ability to capture knowledge	15	10	4	0	0	5	4	38
	Ability to think, reason and create	15	10	4	0	0	5	4	38
	Collaboration and leadership	0	0	0	0	0	0	3	3
	Announcement / Expression / Communication	0	0	3	0	0	5	0	8
	Attitude and motivation for learning	0	0	4	0	0	5	4	13

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	-Final Exam is a cumulative exam for all taught chapters/topics.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	- Chapter General Tests will be held for each chapter.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	Students are expected to do the following: - Include lesson title, student`s full name and number at the top of each assignment page. - Submit self-checked answers of the assigned textbook and worksheet Qs on time - Turn in any other online assignment on Manaba or Pearson Realize on time. - A 10 % deduction is applied in the case of delay in submitting an assignment per one class delay.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	- The purpose of the portfolio is to provide evidence of student`s chemistry knowledge, learning development, process skills, and attitudes. - Portfolio evaluation is based on documentation of evidence of learning and journal entry that reflects students understanding of their gained learning skills.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①	✓	Grading criteria of this section are as follows: 1- Clear and organized class notes that show all the covered topics in class. 2- Clear and organized lab reports of the performed experiments 3- Response in a proper manner to orally asked Qs by teachers or classmates 4- Safety procedures are followed in all times. 5- Cleanliness of laboratory and hygiene that lead to efficiency in all procedures and class time.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
- Students are able to answer and give explanations of the essential questions by applying the taught chemistry knowledge and concepts. - Students are able to design and perform experiments safely to find solutions or propose an explanation. - Students are able to apply their problem-solving skills to solve complex problems whose solutions require multiple steps. - Students are able to analyze, evaluate or design a solution to a real-world problem by connecting their gained chemistry knowledge to daily lives and other subjects or fields of study.	- Students are able to answer the essential questions by applying the taught chemistry knowledge. - Students are able to perform experiments safely, make observations, analyze given data and use scientific thinking to draw conclusions - Students are able to apply their problem-solving skills to solve problems whose solutions require multiple steps. - Students are able to connect their gained chemistry knowledge to daily lives and other subjects or fields of study.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Using and Expressing Measurements - Write numbers in scientific notations - Evaluate accuracy and precision	- Lecture - Practice solved problems - Exercises	- Read (Watch What You measure) p.73 - Read Book p. 67 and solve related problems.	30 30
2 /	Using and Expressing Measurements - Explain why measurements must be reported to the correct number of significant figures.	- Lecture - Quick Lab Experiment	- Read Quick Lab "Accuracy and precision" p. 72 - Answer Lesson 3.1 Book and Workbook related Qs.	30 30
3 /	Units of Measurement - Explain why metric units are easy to use - Identify the units of temperature scientists usually use. - Calculate the density of a substance.	- Lecture - Virtual experiments to deduce and describe the density of different materials.	Read "Carbon Footprints" p. 83 Answer all Lesson 3.2 Book and Workbook related Qs.	30 30
4 /	Solving Conversion problems - Explain what happens when a measurement is multiplied by a conversion factor. - Describe what kinds of problems that can be easily solved using dimensional analysis.	- Lecture - Practice solved problems - Exercises	- What is a conversion factor? - Answer Lesson 3.2 Book and Workbook related Qs.	30 30
5 /	Solving Conversion problems - Explain what happens when a measurement is multiplied by a conversion factor. - Describe what kinds of problems that can be easily solved using dimensional analysis.	- Lecture - Small-Scale Lab	- Read Small-Scale Lab p. 92 - Prepare for Chapter 3 General Test.	30 30
6 /	Defining the Atom - Explain how Democritus and John Dalton described atoms. - Identify instruments used to observe individual atoms.	- Chapter 3 General Test. - Lecture - Group activity	- What are devices used to see individual atoms in Japan? - Answer Lesson 4.1 Book and Workbook related Qs.	30 30
7 /	Structure of the nuclear atom - Identify three types of subatomic particles. - Describe the structure of atoms according to Rutherford model.	- Lecture - Quick Lab to describe what is in a closed box using inference and relate that to Rutherford's experiment.	- Do Pearson Realize "Cathode- ray tubes" assignment online. - Read Electron Microscopy p.110-111	30 30
8 /	Structure of the nuclear atom - Identify three types of subatomic particles. - Describe the structure of atoms according to Rutherford model.	- Lecture - Group presentations to trace the history of atomic models.	- Do Pearson Realize "Rutherford's gold foil experiment" assignment online. - Answer Lesson 4.2 Book and Workbook related Qs.	30 30
9 /	Distinguishing Among Atoms - Explain what makes one element different from another. - Explain how isotopes of an element differ.	- Lecture - Practice solved problems - Exercises	- Review the names, symbols, and atomic number of the first 36 elements. - What are the most abundant isotopes of the first 36 elements?	30 30
10 /	Distinguishing Among Atoms - Calculate the atomic mass of an element.	- Lecture - Practice solved problems - Exercises	- Reread and summarize Lesson 4.3 - Answer Lesson 4.3 Book and Workbook related Qs.	30 30

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Atomic Mass - Explain the meaning of atomic mass and the atomic mass unit.	-Small-Scale Lab - Group Game	- Read Small-Scale lab p.120 - Prepare for Chapter 4 General Test	30 30
12 /	Revising the atomic Models - Describe what Bohr proposed in his model of the atom.	- Chapter 4 General Test - Lecture - Group Activity	- Search about Niels Bohr and Erwin Schrodinger and make a summary. - See Pearson Realize” Atomic orbitals” online	30 30
13 /	Revising the atomic Models - Describe what the quantum mechanical model determines about the electron configurations of elements. - Explain how sublevels of principle energy levels differ.	- Lecture - Group Activity	- Read Development of Atomic Models p. 133 - Answer lesson 5.1 Book and Workbook related Qs	30 30
14 /	Electron arrangement in Atoms - List and apply three rules for writing the electron configurations of elements.	- Lecture - Exercises	- What is the difference between energy levels, sublevels and atomic orbitals? - Complete the electron configuration of the first 36 elements.	30 30
15 /	Electron arrangement in Atoms - List and apply three rules for writing the electron configurations of elements.	- Small -Lab experiment to determine the mass of sodium hydrogen carbonate in a sample of baking soda.	- Summarize Lesson 5.2 - Answer Lesson 5.2 Book and Workbook related Qs.	30 30
16 /	Atomic Emission Spectra - Explain what causes atomic emission spectra.	- Lecture - Flame test experiment	- Read Quick Lab p. 142 - Prepare for Chapter 5 General Test	30 30
17 /	Lab Practical - Demonstrate lab procedure and safety rules awareness.	- Chapter 5 General Test - Lab Practical Test	- Review flame colors of different metals. -Read Light Emitting Diodes p. 146	30 30
18 /	Organizing Elements - Describe how Mendeleev organized his periodic table. -Describe how the modern periodic table is organized. -Identify three broad classes of elements.	- Lecture - Group activity - Exercises	- Search about J. W. Dobereiner and Dmitri Mendeleev and make a summary. - Answer All lesson 6.1 Book and Workbook related Qs.	30 30
19 /	Classifying the Elements - List the types of information that can be displayed in the periodic table.	- Lecture - Group activity	- See Pearson Realize Periodic Table online. - Summarize Lesson 6.2	30 30
20 /	Classifying the Elements -Classify elements based on electron configuration.	- Lecture - Group activity - Exercises	- Review electron configuration in groups. - Answer lesson 6.2 Book and Workbook related Qs.	30 30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Periodic Trends - Describe trends among elements for atomic size. - Explain how ions form.	- Lecture - Teacher Demo - Exercises	- Read Elements of Life p. 183 - Summarize Lesson 6.3	30 30
22 /	Periodic Trends - Describe periodic trends for first ionization energy, ionic size, and electronegativity.	- Lecture - Exercises - Group Activity	- Answer All lesson 6.3 Book and Workbook related Qs. - Prepare for Chapter 6 General Test.	30 30
23 /	Ions - Determine the number of valence electrons in an atom of a representative element. - Describe how cations and anions form. - Write electron configuration for various transition metals and their ion	- Chapter 6 General Test. - Lecture - Small Scale Lab: Electron Configuration of ions	- Read Small-Scale Lab p. 200 - Answer Lesson 7.1 Book and Workbook related Qs.	30 30
24 /	Ionic bonds and ionic compounds - Explain the electrical charge for an ionic compound. - Describe the properties of ionic compounds.	- Lecture - Experiments	- Read Ionic Crystals p. 208 and Quick Lab p.207 - Answer Lesson 7.2 Book and Workbook related Qs	30 30
25 /	Bonding in metals - Model the valence electrons of metal atoms. - Describe the arrangement of atoms of a metal. - Explain the importance of alloys.	- Lecture - See Pearson Realize Metals vs Ionic Compounds online.	- Review properties of metals - Answer Lesson 7.3 Book and Workbook related Qs. - Prepare for Chapter 7 General Test	30 30
26 /	Molecular Compounds - Identify the information a molecular formula provides. - Describe the representative units that define molecular compounds and ionic compounds	- Chapter 7 General Test - Lecture - Teacher Demo	- Read Lesson 8.1 - Answer Lesson 8.1 Book and Workbook related Qs.	30 30
27 /	The Nature of Covalent Bonding - Explain the result of electron sharing in covalent bonds. - Describe how coordinate covalent bond are different from other covalent bonds. - Identify some exception to the octet rule.	- Lecture - Quick Lab - Exercises	- Read Quick Lab p. 238 - Answer Lesson 8.2 Book and Workbook related Qs.	30 30
28 /	Bonding Theories - Describe the relationship between atomic and molecular orbitals. - Describe how VSEPR theory helps predict the shape of molecules. - Explain orbital hybridization in molecules	- Lecture - Class activity to make molecular models.	- Read Lesson 8.3 - Answer Lesson 8.3 Book and Workbook related Qs.	30 30
29 /	Polar Bonds and Molecules - Describe how the electronegativity values determine the charge distribution in a polar molecule. - Evaluate the strength of intermolecular attractions	- Lecture - Teacher Demo	- Read Lesson 8.4 - Answer Lesson 8.4 Book and Workbook related Qs. and prepare for Chapter 8 General Test	30 30 30
30 /	General Review - Review Chapter 3, 4, 5, 6, 7 and 8	- Chapter 8 General Test - Evaluating and reflecting on the progress of own learning. - School Questionnaire	- Prepare for the Final Exam - Finalize the Portfolio	60 30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
31 /	Final Exam	- Evaluating the progress of own learning.		
32 /	Final Exam Return	- Return graded exams and portfolios - Evaluating and reflecting on the progress of own learning.		

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Biology IA		1	504300	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address		Office Hours			
1	*DE Tilly, Jason		101.201			Monday to Friday: 16:30-17:30			
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Cell	Students will be able to understand the basic functions of the different types of cells, observe and use a microscope properly, be able to understand the basic structure and functions of basic carbohydrates and lipids, be able to understand the basic structure and function of amino acids and basic proteins, be able to understand the different transportation methods across the cells membrane and be able to understand the mechanisms of cell division.							
2	Organelle								
3	Carbohydrate								
4	Lipid								
5	Protein								
Course Description and Expectations for Students									
This lecture is a study credit subject, so one credit should have 45 50 minutes lessons, and require 30 “self-study” times 15 50 minutes classes. In order to achieve the objectives of the course, classes will usually be divided into three main parts: a short review of the previous at the beginning of the class, an interactive lecture about the lesson’s topic and finally, some class time to complete the lesson’s worksheet, which can be done in teams. PowerPoint presentations will accompany each class and will be available before each class. Homework will consist of completing each class’ worksheet and handing it in by the following class.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Biology Concepts and Investigation 4 th edition, Hoefnagels Reference books: Biology 11 th Edition, Campbell									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Basic computer skills and basic note taking skills.									
No.	Program Objectives	Target Abilities for Students							
①	h, i	Students will be able to understand the basic functions of the different types of cells.							
②	h, i	Students will be able to observe and use a microscope properly.							
③	h, i	Students will be able to understand the basic structure and functions of basic carbohydrates and lipids.							
④	h, i	Students will be able to understand the basic structure and function of basic proteins.							
⑤	h, i	Students will be able to understand the different transportation methods across the cells membrane.							
⑥	h, i	Students will be able to understand the mechanisms of cell division.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		30	30	0	20	0	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	12	12	0	2	0	7	0	33
	Ability to think, reason and create	12	12	0	2	0	7	0	33
	Collaboration and leadership	0	0	0	7	0	3	0	10
	Announcement / Expression / Communication	0	0	0	7	0	0	0	7
	Attitude and motivation for learning	6	6	0	2	0	3	0	17

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		The final examination will be a paper examination covering the subject matter seen in the second half of the semester after the midterm test.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	The midterm test will be a paper test covering the subject matter seen in the first half of the semester.
	②	✓	
	③	✓	
	④		
	⑤		
	⑥		
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	There will be a presentation at the end of the semester before the final examination. It will be done in teams on a topic chosen by the students. However, the topic must be related to the subject matter seen during the course of the semester.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	There will be a worksheet to complete every class on the subject matter taught in that class. This can be complete in class or as homework by the following class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will be able to understand the different levels of organization of life and how they interact with each other on different levels. Students will show an understanding of the cell, its different organelles and the different processes it uses to sustain itself and reproduce. Students will draw connections between the different concepts of organic chemistry and how they related to cells and life. Students will demonstrate the ability to use a microscope properly.	Students will be able to understand the different levels of organization of life. Students will show an understanding of the basic structure and function of the cell, its different organelles and its different processes it uses to sustain itself and reproduce. Students will demonstrate the ability to use a microscope properly.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Students will describe the scientific method, the basic history of life on earth, the properties of life and the different levels of organization of life.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 /	Students will describe the different types of ecosystems on earth and how the different organisms interact with each other in those ecosystems.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 /	Students will describe basic cell structure and differences between prokaryotic cells, animal cells and plant cells.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 /	Students will describe the different cell organelles and their functions found in prokaryotic cells, animal cells and plant cells. (Part 1)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 /	Students will describe the different cell organelles and their functions found in prokaryotic cells, animal cells and plant cells. (Part 2)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 /	Students will use a microscope to observe and draw their observations of different cells.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 /	Students will describe the basic structure and functions of the main carbohydrates found in living organisms (monosaccharides, disaccharides and polysaccharides).	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
8 /	Students will describe the basic structure and functions of the main lipids found in living organisms (triglycerides and phospholipids).	Lecture & Active Learning	Prepare for the midterm test.	30
9 /	Students will take a test on the subject matter taught to this point.	Test, Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 /	Students will describe the basic structure and functions of proteins found in living organisms and the amino acids that compose them.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Students will describe the different methods of transportation used in the cell membrane. They will differentiate between the different types of transportation.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 /	Students will describe the process of cell division in prokaryotic cells and mitosis and its different stages in eukaryotic cells.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 /	Students will describe the process of meiosis and its different stages in eukaryotic cells.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
14 /	Students will research and prepare for their presentation.	Research & Active Learning	Prepare for next class' presentation.	30
15 /	Students will present a topic in teams related to what they have learned in class this semester.	Active Learning & Active Listening	Prepare for the final examination.	30
16 /	Final Exam	Final examination		
17 /	Final Exam Return	Receive corrected final examination		

Instructor with “*” means an instructor with company experience

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		The final examination will be a paper examination covering the subject matter seen in the second half of the semester after the midterm test.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥	✓	
Quizzes	①	✓	The midterm test will be a paper test covering the subject matter seen in the first half of the semester.
	②	✓	
	③	✓	
	④		
	⑤		
	⑥		
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	There will be a presentation at the end of the semester before the final examination. It will be done in teams on a topic chosen by the students. However, the topic must be related to the subject matter seen during the course of the semester.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	There will be a worksheet to complete every class on the subject matter taught in that class. This can be complete in class or as homework by the following class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will be able to understand the basic principles of heredity and genes. Students will learn the basic mechanics of protein synthesis and the structure and roles of DNA and RNA. Students will draw connections between their knowledge of DNA and RNA and the different existing biotechnologies used in the field of gene manipulation. Students will question themselves on the ethics of such practices. Students will learn the basic anatomy of plants and understand the basic principles of plant physiology and how plants impact ecosystems. Students will draw connections between their knowledge of DNA and RNA and the different existing biotechnologies used in the field of agriculture. Students will question themselves on and ethics of such practices.	Students will be able to understand the basic principles of heredity and genes. Students will learn the basic mechanics of protein synthesis and the structure and roles of DNA and RNA. Students will draw connections between their knowledge of DNA and RNA and the different existing biotechnologies used in the field of gene manipulation. Students will learn the basic anatomy of plants and understand the basic principles of plant physiology and how plants impact ecosystems. Students will draw connections between their knowledge of DNA and RNA and the different existing biotechnologies used in the field of agriculture.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Students will describe the achievements of Gregor Mendel and the impacts of his work to the field of genetics.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 /	Students will solve dihybrid and trihybrid genetic problems involving different genes.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 /	Students will describe the mechanisms of different general genetic disorders and specific sex-linked genetic disorders.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 /	Students will describe the structure and functions of DNA, chromosomes and RNA.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 /	Students will describe the mechanisms and different steps of protein synthesis. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 /	Students will describe the mechanisms and different steps of protein synthesis. (Part two)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 /	Students will describe different types of biotechnologies used in the field of gene manipulation.	Lecture & Active Learning	Prepare for the midterm test.	30
8 /	Students will take a test on the subject matter taught to this point.	Test, Lecture & Active Learning	Reading and taking notes on the next class' content.	30
9 /	Students will describe basic plant structure and functions.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 /	Students will describe the transportation mechanisms in vascular plants.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Students will describe the different types of soil and the different needs of plants in terms of nutrition.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 /	Students will describe the mechanisms link to reproduction in flowering plants.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 /	Students will describe the various responses plants observe in response to different stimuli.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
14 /	Students will describe different types of biotechnologies used in the field of agriculture.	Lecture & Active Learning	Prepare for next class' presentation.	30
15 /	Students will present a topic in teams related to what they have learned in class this semester.	Active Learning & Active Listening	Prepare for the final examination.	30
16 /	Final Exam.	Final examination		
17 /	Final Exam Return	Receive corrected final examination		

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		English Reading and Writing IA (Reading Strategy)		1	504700	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	TSUDA, Akihiro		101. 201				Thu 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Reading		In the reading class, students will be able to form a basic core of reading skills, learn to apply these skills in an extensive reading environment, and improve vocabulary, comprehension, and speed. In the writing class, students will be able to exercise literacy skills to organize ideas for academic writing. Students will also be able to use written organizational skills to share ideas with others using English.					
2	Writing							
3	Vocabulary							
4	Grammar							
5	IELTS							
Course Description and Expectations for Students								
This course is divided into2 sections; Reading Strategy and Writing. (Reading Strategy) Lecture, exercise You need to submit all the handouts after a quiz.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: キクタン Basic 4000 , (アルク社) 「1 0 分間英語速読トレーニング Level 1」 (桐原書店) Reserved books: Basic Reading Power 1 / Reading Power 2								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions. Students can speak and write basic sentences in English to complete homework activities, to communicate with other students, and the teacher.								
No.	Program Objectives	Target Abilities for Students						
①	i	(R) Students will be able to improve academic reading skills.						
②	i	(R) Students will be able to improve vocabulary knowledge.						
③	i	(R) Students will be able to improve speed reading.						
④	f,g,i	(W) Students will be able to make sentences, paragraphs, and essays in response to issues and themes.						
⑤	f,g,i	(W) Students will be able to use comparison, narration, persuasion, process, problem solution and description.						
⑥	i	(W) Students will be able to practice writing by studying samples using templates.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		10	60	30	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	10	50	20	0	0	0	80
	Ability to think, reason and create	0	10	10	0	0	0	20
	Collaboration and leadership	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	0
	Attitude and motivation for learning	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	Final exam (academic English proficiency test) includes TOEIC, EIKEN, and IELTS style questions.
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	40% : (Reading) Each quiz will be given after each reading skill. (Writing) A graded writing assignment will be given after each skill is practiced. 10% : Speed reading homework (Manaba) 10% : Vocabulary quiz (KIKUTAN) in Learning Session
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, re-writes, first drafts and final drafts in your journals at the end of each unit.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students can apply reading skills to understand academic and non-academic texts. Students can write and organize ideas logically.	Students can use reading skills to understand reading materials in and out of class. Students can express ideas based on a controlling idea.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction	Lecture Exercise	Read the syllabus Study vocabulary	20
2 /	Scanning	Lecture Exercise	Speed Reading L1-2 Review reading skills	30
3 /	Scanning Quiz	Lecture Exercise	Speed Reading L3-4 Review reading skills	30
4 /	Preview / Predict	Lecture Exercise	Speed Reading L5-6 Review reading skills	30
5 /	Preview / Predict Quiz	Lecture Exercise	Speed Reading L7-8 Review reading skills	30
6 /	Learning about Context	Lecture Exercise	Speed Reading L9-10 Review reading skills	30
7 /	Learning about Context Quiz	Lecture Exercise	Speed Reading L11-12 Review reading skills	30
8 /	Focusing on the Topic	Lecture Exercise	Speed Reading L13-14 Review reading skills	30
9 /	Focusing on the Topic Quiz	Lecture Exercise	Speed Reading L15-16 Review reading skills	30
10 /	Understanding Paragraphs	Lecture Exercise	Speed Reading L17-18 Review reading skills	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Understanding Paragraphs Quiz	Lecture Exercise	Speed Reading L19-20 Review reading skills	30
12 /	Main idea	Lecture Exercise	Speed Reading L21-22 Review reading skills	30
13 /	Main idea Quiz	Lecture Exercise	Speed Reading L23-24 Review reading skills	30
14 /	Thinking in English	Lecture Exercise	Review reading skills	30
15 /	Thinking in English	Lecture Exercise	Review reading skills	30
16 /	Final Exam	Review and evaluate your progress and understanding	Review the final exam	30
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		English Reading and Writing IA (Writing Processes)		1	504700	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	BAIRD, Pauline		101.201				Wed. 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Reading		In the reading class, students will be able to form a basic core of reading skills, learn to apply these skills in an extensive reading environment, and improve vocabulary, comprehension, and speed. In the writing class, students will be able to exercise literacy skills to organize ideas for academic writing. Students will also be able to use written organizational skills to share ideas with others using English.					
2	Writing							
3	Vocabulary							
4	Grammar							
5	IELTS							
Course Description and Expectations for Students								
This course is divided into 2 sections; Reading Strategy and Writing. (Writing Process) Lecture, journal, exercise Submit a journal for each writing process								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: (Handouts) Reference books: Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions. Students can speak and write basic sentences in English to complete homework activities, to communicate with other students, and the teacher.								
No.	Program Objectives	Target Abilities for Students						
①	i	(R) Students will be able to improve academic reading skills.						
②	i	(R) Students will be able to improve vocabulary knowledge.						
③	i	(R) Students will be able to improve speed reading.						
④	f,g,i	(W) Students will make sentences, paragraphs, and essays in response to issues and themes.						
⑤	f,g,i	(W) Students will discuss using comparison, narration, persuasion, process, problem solution and description.						
⑥	i	(W) Students will practice writing by studying samples using templates.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		10	60	30	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	10	15	10	0	0	0	35
	Ability to think, reason and create	0	20	10	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	20	0	0	0	0	20
	Attitude and motivation for learning	0	5	10	0	0	0	15

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	Final exam (academic English proficiency test) includes TOEIC, EIKEN, and IELTS style questions.
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	40% : (Reading) Each quiz will be given after each reading skill. (Writing) A graded writing assignment will be given after each skill is practiced. 10% : Speed reading homework (Manaba) 10% : Vocabulary quiz (KIKUTAN) in Learning Session
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, re-writes, first drafts and final drafts in your journals at the end of each unit.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students can apply reading skills to understand academic and non-academic texts. Students can write and organize ideas logically.	Students can use reading skills to understand reading materials in and out of class. Students can express ideas based on a controlling idea.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction: Read the syllabus. Grammar 1: Complete exercises on sentence fragments, sentence structure, and the simple present tense.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
2 /	Grammar 2: Complete exercises on there is/there are and articles. Writing: Study the features of an effective topic sentence.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
3 /	Grammar 3: Complete exercises on the present continuous tense and prepositions of place and time. Writing: Write topic sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
4 /	Grammar 4: Complete exercises on the simple past tense. Writing: Study the features of effective supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
5 /	Grammar 5: Complete exercises on countable and uncountable nouns. Writing: Write supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
6 /	Grammar 6: Complete exercises on the simple future tense. Writing: Study the features of concluding sentences, and practice different pre-writing editing, and revising techniques.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
7 /	Opinion Paragraph: Study the features and structures of effective opinion thesis statements and topic sentences	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
8 /	Opinion Paragraph: Practice composing an opinion paragraph.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
9 /	Cause & Effect Paragraph: Study the features and structures of effective cause and effect paragraphs, and compose thesis statements, topic sentences, and outlines.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
10 /	Cause & Effect Paragraph: Practice composing a cause and effect paragraph.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Process Paragraph: Study the features and structures of effective process paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
12 /	Process paragraph: Practice composing	Lecture Exercise	Journal.	30
11 /	Problem-Solution Paragraph: Study the features and structures of effective problem-solution paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
14 /	Descriptive Paragraph: Study the features and structures of effective descriptive paragraphs, then write their own.	Lecture Exercise	Journal.	30
15 /	Descriptive Paragraph: Study the features and structures of effective descriptive paragraphs, then write their own.	Lecture Exercise	Journal.	30
16 /	Final Exam	Review and evaluate your progress and understanding	Review the final exam	30
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		English Reading and Writing I B (Reading Strategy)		1	504800	Second	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	TSUDA, Akihiro		101.201				Thu. 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Reading		In the reading class, students will be able to form a basic core of reading skills, learn to apply these skills in an extensive reading environment, and improve vocabulary, comprehension, and speed. In the writing class, students will be able to exercise literacy skills to organize ideas for academic writing. Students will also be able to use written organizational skills to share ideas with others using English.					
2	Writing							
3	Vocabulary							
4	Grammar							
5	IELTS							
Course Description and Expectations for Students								
This course is divided into2 sections; Reading Strategy and Writing. (Reading Strategy) Lecture, exercise You need to submit all the handouts after a quiz.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: キクタン Basic 4000 , (アルク社) 「1 0 分間英語速読トレーニング Level 2」 (桐原書店) Reserved books: Basic Reading Power 1 / Reading Power 2								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions. Students can speak and write basic sentences in English to complete homework activities, to communicate with other students, and the teacher.								
No.	Program Objectives	Target Abilities for Students						
①	i	(R) Students will be able to improve academic reading skills.						
②	i	(R) Students will be able to improve vocabulary knowledge.						
③	i	(R) Students will be able to improve speed reading.						
④	f,g,i	(W) Students will be able to make sentences, paragraphs, and essays in response to issues and themes.						
⑤	f,g,i	(W) Students will be able to use comparison, narration, persuasion, process, problem solution and description.						
⑥	i	(W) Students will be able to practice writing by studying samples using templates.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		10	60	30	0	0	0	0
Comprehensive Strength Criterion	Ability to capture knowledge	10	50	20	0	0	0	80
	Ability to think, reason and create	0	10	10	0	0	0	20
	Collaboration and leadership	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	0
	Attitude and motivation for learning	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	Final exam (academic English proficiency test) includes TOEIC, EIKEN, and IELTS style questions.
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	40% : (Reading) Each quiz will be given after each reading skill. (Writing) A graded writing assignment will be given after each skill is practiced. 10% : Speed reading homework (Manaba) 10% : Vocabulary quiz (KIKUTAN) in Learning Session
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, re-writes, first drafts and final drafts in your journals at the end of each unit.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students can apply reading skills to understand academic and non-academic texts. Students can write and organize ideas logically.	Students can use reading skills to understand reading materials in and out of class. Students can express ideas based on a controlling idea.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction Quiz	Lecture Exercise	Read the syllabus Study vocabulary	20
2 /	Read Fast	Lecture Exercise	Speed Reading L1-2 Review reading skills	30
3 /	Read Fast Quiz	Lecture Exercise	Speed Reading L3-4 Review reading skills	30
4 /	Identifying the Pattern	Lecture Exercise	Speed Reading L5-6 Review reading skills	30
5 /	Identifying the Pattern	Lecture Exercise	Speed Reading L7-8 Review reading skills	30
6 /	Identifying the Pattern	Lecture Exercise	Speed Reading L9-10 Review reading skills	30
7 /	Identifying the Pattern Quiz	Lecture Exercise	Speed Reading L11-12 Review reading skills	30
8 /	Guessing Meaning from Context	Lecture Exercise	Speed Reading L13-14 Review reading skills	30
9 /	Guessing Meaning from Context Quiz	Lecture Exercise	Speed Reading L15-16 Review reading skills	30
10 /	Making Inference	Lecture Exercise	Speed Reading L17-18 Review reading skills	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Making Inference	Lecture Exercise	Speed Reading L19-20 Review reading skills	30
12 /	Making Inference Quiz	Lecture Exercise	Speed Reading L21-22 Review reading skills	30
13 /	Summarizing	Lecture Exercise	Speed Reading L23-24 Review reading skills	30
14 /	Summarizing	Lecture Exercise	Review reading skills	30
15 /	Summarizing Quiz	Lecture Exercise	Review reading skills	30
16 /	Final Exam	Review and evaluate your progress and understanding	Review the final exam	30
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		English Reading and Writing I B (Writing Processes)		1	504800	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BAIRD, Pauline		101.201				Wed. 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Reading		In the reading class, students will be able to form a basic core of reading skills, learn to apply these skills in an extensive reading environment, and improve vocabulary, comprehension, and speed. In the writing class, students will be able to exercise literacy skills to organize ideas for academic writing. Students will also be able to use written organizational skills to share ideas with others using English.						
2	Writing								
3	Vocabulary								
4	Grammar								
5	IELTS								
Course Description and Expectations for Students									
This course is divided into 2 sections; Reading Strategy and Writing. (Writing Process) Lecture, journal, exercise Submit a journal for each writing process									
Required Materials (textbooks, reference books, reserved books) Textbooks: (Handouts) Reference books: Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions. Students can speak and write basic sentences in English to complete homework activities, to communicate with other students, and the teacher.									
No.	Program Objectives	Target Abilities for Students							
①	i	(R) Students will be able to improve academic reading skills.							
②	i	(R) Students will be able to improve vocabulary knowledge.							
③	i	(R) Students will be able to improve speed reading.							
④	f,g,i	(W) Students will make sentences, paragraphs, and essays in response to issues and themes.							
⑤	f,g,i	(W) Students will discuss using comparison, narration, persuasion, process, problem solution and description.							
⑥	i	(W) Students will practice writing by studying samples using templates.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		10	60	30	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	10	15	10	0	0	0	0	35
	Ability to think, reason and create	0	20	10	0	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	20	0	0	0	0	0	20
	Attitude and motivation for learning	0	5	10	0	0	0	0	15

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	Final exam (academic English proficiency test) includes TOEIC, EIKEN, and IELTS style questions.
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	40% : (Reading) Each quiz will be given after each reading skill. (Writing) A graded writing assignment will be given after each skill is practiced. 10% : Speed reading homework (Manaba) 10% : Vocabulary quiz (KIKUTAN) in Learning Session
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, re-writes, first drafts and final drafts in your journals at the end of each unit.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students can apply reading skills to understand academic and non-academic texts. Students can write and organize ideas logically.	Students can use reading skills to understand reading materials in and out of class. Students can express ideas based on a controlling idea.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction: Students will read the syllabus. Grammar 1: Complete exercises on sentence fragments, sentence structure, and the simple present tense.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
2 /	Grammar 2: Complete exercises on there is/there are and articles. Writing: Study the features of an effective topic sentence.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
3 /	Grammar 3: Complete exercises on the present continuous tense and prepositions of place and time. Writing: Write topic sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
4 /	Grammar 4: Complete exercises on the simple past tense. Writing: Study the features of effective supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
5 /	Grammar 5: Complete exercises on countable and uncountable nouns. Writing: Write supporting sentences.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
6 /	Grammar 6: Complete exercises on the simple future tense. Writing: Study the features of concluding sentences, and practice different pre-writing editing, and revising techniques.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
7 /	Opinion Paragraph: Study the features and structures of effective opinion thesis statements and topic sentences	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
8 /	Opinion Paragraph: Practice composing an opinion paragraph.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
9 /	Cause & Effect Paragraph: Study the features and structures of effective cause and effect paragraphs, and compose thesis statements, topic sentences, and outlines.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
10 /	Cause & Effect Paragraph: Practice composing a cause and effect paragraph.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Process Paragraph: Study the features and structures of effective process paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
12 /	Process paragraph: Practice composing.	Lecture Exercise	Journal.	30
13 /	Persuasive Paragraph: Study the features and structures of persuasive paragraphs, then write their own.	Worksheets, writing, brainstorming, discussion, peer review; individual, pair, and group work.	Journal.	30
14 /	Persuasive Paragraph: Practice composing persuasive paragraphs.	Lecture Exercise	Journal.	30
15 /	Persuasive Paragraph: Practice composing persuasive paragraphs.	Lecture Exercise	Journal.	30
16 /	Final Exam	Review and evaluate your progress and understanding.	Review the final exam	30
17 /	Final Exam Return			

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S General Required		English Listening and Speaking I A		2	505100	First	Lecture / FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	BASQUILL, Edward TAYLOR, James		101.201				Mon. 16:30-17:30	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Listening		This course emphasizes the use of basic English language for oral communication. Its main purpose is for students to be able exercise literacy skills including, speaking and listening and notetaking for learning in their academic classes. Students will also be able to interact with others using English.					
2	Speaking							
3	Communication							
4	Study skills							
5								
Course Description and Expectations for Students								
Students will develop the oral communication abilities needed to learn effectively in their classes taught in academic English, as well as to be able to function socially in an English-speaking environment. Upon completion of this class, students will be able to talk about things they like or dislike, their hobbies and to describe people, things, events and places using a variety of study skills/techniques such as note taking, research, listening, and asking questions in class. Also, students will improve their understanding of topics and vocabulary used in their classes.								

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	There are 10 quizzes. Each quiz will be given after 2 classes.
	②	✓	
	③		
	④	✓	
	⑤	✓	
	⑥		
Report	①	✓	Students will make voice recordings to practice speaking. Teachers will assign the topics and students may be asked to speak for 1, 2, 3, up to 8 minutes. Students will complete their assignments outside of class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①	✓	Presentations are special projects. Students will decide on their topics or their teachers may assign them. Students will complete a semi-final and final project for grading.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will collaborate effectively to complete projects on time and to a high standard. Students will respond appropriately to feedback and seek help when necessary to further improve.	Students will collaborate to complete projects to a reasonable standard. Students will respond to most feedback and will occasionally seek help.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Unit 1 – Greetings and Introductions Unit 1 - Describing emotions	Lecture and Active Learning	Read the syllabus Study vocabulary	30
2 /	Voice Thread Unit 1 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
3 /	Unit 1 - Quiz 1 Voice Thread	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
4 /	Unit 2 - Travel	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
5 /	Unit 2 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
6 /	Unit 2 - Quiz 2 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
7 /	Unit 3 - Sports	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
8 /	Unit 3 – Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
9 /	Unit 3 – Quiz 3 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
10 /	Unit 4 - Describing food	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Unit 4 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
12 /	Unit 4 - Quiz 4 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
13 /	Unit 5 - Describing work	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
14 /	Unit 5 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
15 /	Unit 5 - Quiz 5 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
16 /	Unit 6 - The human body	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
17 /	Unit 6 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
18 /	Unit 6 - Quiz 6 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
19 /	Unit 7 - Money and Shopping	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
20 /	Unit 7 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Unit 7 - Quiz 7 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
22 /	Unit 8 - Effective Communication	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
23 /	Unit 8 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
24 /	Unit 8 - Quiz 8 Speaking Project Semi-Final	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
25 /	Unit 9 - Creative Arts	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
26 /	Unit 9 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
27 /	Unit 9 - Quiz 9 Speaking Project Final	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
28 /	Unit 10 – Time	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
29 /	Unit 10 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
30 /	Unit 10 - Quiz 10 End of Semester Review	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

2020 Syllabus

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Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		English Listening and Speaking I A		2	505100	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BASQUILL, Edward, TAYLOR, James		101.201				(M-F) 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Listening		This course emphasizes the use of basic English language for oral communication. Its main purpose is for students to be able exercise literacy skills including, speaking and listening and notetaking for learning in their academic classes. Students will also be able to interact with others using English.						
2	Speaking								
3	Communication								
4	Study skills								
5									
Course Description and Expectations for Students									
Students will develop the oral communication abilities needed to learn effectively in their classes taught in academic English, as well as to be able to function socially in an English-speaking environment. Upon completion of this class, students will be able to talk about things they like or dislike, their hobbies and to describe people, things, events and places using a variety of study skills/techniques such as note taking, research, listening, and asking questions in class. Also, students will improve their understanding of topics and vocabulary used in their classes.									
【Required Materials】 Textbooks: <i>Perspectives 2 (Intermediate): National Geographic Learning</i> by (Eds). Lewis Lansford, Daniel Barber, Amanda Jefferies (National Geographic Learning) 2018.									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events such as work, school, daily life, and leisure.									
No.	Program Objectives	Target Abilities for Students							
①	f	Students will be able to greet and introduce themselves to new acquaintances and talk about emotions.							
②	f	Students will be able to discuss and give opinions about hobbies, sports, and travel.							
③	d, h	Students will be able to discuss and describe food, photos, work, shopping, and the human body.							
④	f, i	Students will be able to set goals, make agree and disagree statements, and ask questions.							
⑤	g, f, i	Students will be able to discuss past events and ask for, and make recommendations.							
⑥	d, f	Students will be able to discuss time, explain causes, and give reasons.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	30	40	30	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	15	10	10	0	0	0	35
	Ability to think, reason and create	0	15	10	0	0	0	0	25
	Collaboration and leadership	0	0	10	0	0	0	0	10
	Announcement / Expression / Communication	0	0	10	10	0	0	0	20
	Attitude and motivation for learning	0	0	0	10	0	0	0	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	There are 10 quizzes. Each quiz will be given after 2 classes.
	②	✓	
	③		
	④	✓	
	⑤	✓	
	⑥		
Report	①	✓	Students will make voice recordings to practice speaking. Teachers will assign the topics and students may be asked to speak for 1, 2, 3, up to 8 minutes. Students will complete their assignments outside of class.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Presentation	①	✓	Presentations are special projects. Students will decide on their topics or their teachers may assign them. Students will complete a semi-final and final project for grading.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
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	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will collaborate effectively to complete projects on time and to a high standard. Students will respond appropriately to feedback and seek help when necessary to further improve.	Students will collaborate to complete projects to a reasonable standard. Students will respond to most feedback and will occasionally seek help.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Unit 1 – Greetings and Introductions Unit 1 - Describing emotions	Lecture and Active Learning	Read the syllabus Study vocabulary	30
2 /	Voice Thread Unit 1 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
3 /	Unit 1 - Quiz 1 Voice Thread	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
4 /	Unit 2 - Travel	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
5 /	Unit 2 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
6 /	Unit 2 - Quiz 2 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
7 /	Unit 3 - Sports	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
8 /	Unit 3 – Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
9 /	Unit 3 – Quiz 3 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
10 /	Unit 4 - Describing food	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Unit 4 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
12 /	Unit 4 - Quiz 4 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
13 /	Unit 5 - Describing work	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
14 /	Unit 5 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
15 /	Unit 5 - Quiz 5 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
16 /	Unit 6 - The human body	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
17 /	Unit 6 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
18 /	Unit 6 - Quiz 6 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
19 /	Unit 7 - Money and Shopping	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
20 /	Unit 7 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Unit 7 - Quiz 7 Speaking Project	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
22 /	Unit 8 - Effective Communication	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
23 /	Unit 8 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
24 /	Unit 8 - Quiz 8 Speaking Project Semi-Final	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
25 /	Unit 9 - Creative Arts	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
26 /	Unit 9 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
27 /	Unit 9 - Quiz 9 Speaking Project Final	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
28 /	Unit 10 – Time	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
29 /	Unit 10 - Continued	Lecture and Active Learning	Learn and practice English speaking/listening skills	30
30 /	Unit 10 - Quiz 10 End of Semester Review	Lecture and Active Learning	Learn and practice English speaking/listening skills	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		English Listening and Speaking I B		1	505200	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	STEVENSON, Ian BASQUILL, Edward		101.201				Mon. 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Business English		Students will be able to develop the oral communication abilities needed to complete a variety of projects in a simulated business environment. Students will be able to work in groups to brainstorm and analyze product ideas, write a product review memo, make an elevator pitch, and give a group poster presentation. Students will also consider the cultural differences in different workplaces.						
2	Group communication								
3	Project work								
4	Cultural awareness								
5	Presentation skills								
Course Description and Expectations for Students									
Come to class prepared to work and to speak English. Work closely and communicate with your group mates. Help each other as much as possible, and do not be afraid to ask the teacher for help if you need it. Missing deadlines will disrupt your progress and prevent you from achieving a high grade and will stop your group mates from completing their work, so complete tasks when they are assigned and submit them on time. Respect others' ideas and opinions.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: <i>Widgets Inc.</i> Marcos Benevides & Chris Valvona. (Atama-ii Books, 2nd edition.) 2018.									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to express one's own ideas in English. Ability to work in a group with a variety of different people. Work ethic to complete tasks on time. Desire to improve speaking and listening skills through asking for help and responding to feedback.									
No.	Program Objectives	Target Abilities for Students							
①	b, h	Students will be able to use English for business and academic purposes.							
②	c, d, e	Students will be able to improve their ability to work in groups with different people.							
③	a, d, g	Students will be able to complete a variety of projects.							
④	a, g, h	Students will be able to use technology to complete their projects.							
⑤	b, e	Students will be able to recognize how cultural differences can affect the workplace.							
⑥	g, i	Students will be able to further develop their study skills.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	25	25	50	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	5	5	10	0	0	0	20
	Ability to think, reason and create	0	5	5	10	0	0	0	20
	Collaboration and leadership	0	5	5	10	0	0	0	20
	Announcement / Expression / Communication	0	5	5	10	0	0	0	20
	Attitude and motivation for learning	0	5	5	10	0	0	0	20

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Textbook pages will be graded on completion and correctness of answers.
	②	✓	
	③	✓	
	④		
	⑤	✓	
	⑥	✓	
Report	①	✓	Students will write a product review memo, which will be graded on task achievement and coherence.
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥	✓	
Presentation	①	✓	Students will conduct a group poster presentation, which will be graded on presentation skills and content. Students will record 3 VoiceThreads, which will be graded on time, topic, fluency, and vocabulary and grammar. Students will record an elevator pitch, which will be graded on presentation skills, cohesion and coherence, content, clarity, time.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will collaborate effectively to complete projects on time and to a high standard. Students will respond appropriately to feedback and seek help when necessary to further improve.	Students will collaborate to complete projects to a reasonable standard. Students will respond to most feedback and will occasionally seek help.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Stage 1: Introduction and Orientation (pp.2-5)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
2 /	Stage 1: The Product Catalog (pp.6-8)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
3 /	Stage 1: The Dream Team (pp.9-11)	Individual, pair and group work using worksheets, textbook and technology.	Record a VoiceThread reflecting on Stage 1.	30
4 /	Stage 2: Think Outside the Box (pp.12-15)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
5 /	Stage 2: Problems and Solutions (pp.16-18)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
6 /	Stage 2: The Product Proposal (pp.19-21)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
7 /	Stage 2: The Elevator Pitch (pp.22-25)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork. Record a VoiceThread reflecting on Stage 2.	30
8 /	Stage 3: Call the Shots (pp.26-29)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
9 /	Stage 3: A Team Decision (pp.30-32)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
10 /	Stage 3: The Product Review Memo (pp.33-34)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Stage 3: The Product Review Memo continued (pp.33-34)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
12 /	Stage 3: The Poster Presentation (pp.35-37)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
13 /	Stage 3: The Poster Presentation continued (pp.35-37)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
14 /	Stage 3: The Poster Presentation continued (p.38)	Individual, pair and group work using worksheets, textbook and technology.	Record a VoiceThread reflecting on Stage 3.	30
15 /	Review	Individual, pair and group work using worksheets, textbook and technology.		

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		English Listening and Speaking I B		1	505200	Second	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BASQUILL, Edward STEVENSON, Ian		101.201				Mon. 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Business English		Students will be able to develop the oral communication abilities needed to complete a variety of projects in a simulated business environment. Students will be able to work in groups to brainstorm and analyze product ideas, write a product review memo, make an elevator pitch, and give a group poster presentation. Students will also consider the cultural differences in different workplaces.						
2	Group communication								
3	Project work								
4	Cultural awareness								
5	Presentation skills								
Course Description and Expectations for Students									
Come to class prepared to work and to speak English. Work closely and communicate with your group mates. Help each other as much as possible, and do not be afraid to ask the teacher for help if you need it. Missing deadlines will disrupt your progress and prevent you from achieving a high grade and will stop your group mates from completing their work, so complete tasks when they are assigned and submit them on time. Respect others' ideas and opinions.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: <i>Widgets Inc.</i> Marcos Benevides & Chris Valvona. (Atama-ii Books, 2nd edition.) 2018.									
Reference books:									
Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to express one's own ideas in English. Ability to work in a group with a variety of different people. Work ethic to complete tasks on time. Desire to improve speaking and listening skills through asking for help and responding to feedback.									
No.	Program Objectives	Target Abilities for Students							
①	b, h	Students will be able to use English for business and academic purposes.							
②	c, d, e	Students will be able to improve their ability to work in groups with different people.							
③	a, d, g	Students will be able to complete a variety of projects.							
④	a, g, h	Students will be able to use technology to complete their projects.							
⑤	b, e	Students will be able to recognize how cultural differences can affect the workplace.							
⑥	g, i	Students will be able to further develop their study skills.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	25	25	50	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	5	5	10	0	0	0	20
	Ability to think, reason and create	0	5	5	10	0	0	0	20
	Collaboration and leadership	0	5	5	10	0	0	0	20
	Announcement / Expression / Communication	0	5	5	10	0	0	0	20
	Attitude and motivation for learning	0	5	5	10	0	0	0	20

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Textbook pages will be graded on completion and correctness of answers.
	②	✓	
	③	✓	
	④		
	⑤	✓	
	⑥	✓	
Report	①	✓	Students will write a product review memo, which will be graded on task achievement and coherence.
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥	✓	
Presentation	①	✓	Students will conduct a group poster presentation, which will be graded on presentation skills and content. Students will record 3 VoiceThreads, which will be graded on time, topic, fluency, and vocabulary and grammar. Students will record an elevator pitch, which will be graded on presentation skills, cohesion and coherence, content, clarity, time.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students will collaborate effectively to complete projects on time and to a high standard. Students will respond appropriately to feedback and seek help when necessary to further improve.	Students will collaborate to complete projects to a reasonable standard. Students will respond to most feedback and will occasionally seek help.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Stage 1: Introduction and Orientation (pp.2-5)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
2 /	Stage 1: The Product Catalog (pp.6-8)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
3 /	Stage 1: The Dream Team (pp.9-11)	Individual, pair and group work using worksheets, textbook and technology.	Record a VoiceThread reflecting on Stage 1.	30
4 /	Stage 2: Think Outside the Box (pp.12-15)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
5 /	Stage 2: Problems and Solutions (pp.16-18)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
6 /	Stage 2: The Product Proposal (pp.19-21)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
7 /	Stage 2: The Elevator Pitch (pp.22-25)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork. Record a VoiceThread reflecting on Stage 2.	30
8 /	Stage 3: Call the Shots (pp.26-29)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
9 /	Stage 3: A Team Decision (pp.30-32)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
10 /	Stage 3: The Product Review Memo (pp.33-34)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Stage 3: The Product Review Memo continued (pp.33-34)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
12 /	Stage 3: The Poster Presentation (pp.35-37)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
13 /	Stage 3: The Poster Presentation continued (pp.35-37)	Individual, pair and group work using worksheets, textbook and technology.	Complete classwork.	30
14 /	Stage 3: The Poster Presentation continued (p.38)	Individual, pair and group work using worksheets, textbook and technology.	Record a VoiceThread reflecting on Stage 3.	30
15 /	Review	Individual, pair and group work using worksheets, textbook and technology.		30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Bridge English (Biology)		2	505500	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	STEVENSON, Ian		101. 201				Monday, Wednesday 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Math	This course emphasizes the fundamental English language to support all the STEM courses conducted in English in the 1st and 2nd year. The main purpose of it is for students to be able to succeed in the content courses as they learn how to address and approach the challenges such as scientific terminology, expressions, or concepts in English.							
2	Physics								
3	Chemistry								
4	Biology								
5	Engineering								
Course Description and Expectations for Students									
The main purpose is to provide the academic support in STEM classes. As all the STEM courses are taught in English, which may cause you to face many challenges and even decrease motivation, the fundamentals gained in this course allow you to build up confidence and academic skills. Additionally, we advise you to use these skills outside of the classroom. This course is divided into 4 sections; Math, Chemistry, Physics, and Biology.									
(Biology) Lecture, exercise, pair-work, projects, presentations You need to submit all the handouts after a quiz.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: None Reserved books: None									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions.									
No.	Program Objectives	Target Abilities for Students							
①	h	Students will be able to improve their vocabulary in order to succeed in their STEM classes.							
②	h	Students will be able to use scientific language and expressions needed in their STEM classes.							
③	h, d	Students will be able to develop problem solving skills in order to take responsibility for their own learning.							
④	i	Students will be able to develop a broader mindset from the content they study in their classes.							
⑤	i	Students will be able to increase their knowledge about the content they study.							
⑥	i	Students will be able to understand each grammatical point.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	60	40	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	20	20	0	0	0	0	40
	Ability to think, reason and create	0	10	5	0	0	0	0	15
	Collaboration and leadership	0	10	5	0	0	0	0	15
	Announcement / Expression / Communication	0	10	5	0	0	0	0	15
	Attitude and motivation for learning	0	10	5	0	0	0	0	15

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Each quiz will be given after a block of 3 classes. There are 4 quizzes throughout a semester. Total (100pts) = Math (25pts) + Physics (25pts) + Chemistry (25pts) + Biology (25pts)
	②	✓	
	③	✓	
	④		
	⑤		
	⑥	✓	
Report	①		In order to review and evaluate your understanding and progress, you need to submit handouts. Submission rules depend on each teacher.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students develop their interest in learning new things based on their preference and their ability to apply the knowledge and skills learned to improve their performance in STEM classes.	Students address their weaknesses in STEM classes and lay a necessary foundation for success in STEM.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction Engineering Airplane	Lecture Interactive activity Project based	Read the syllabus Study vocabulary	30
2 /	Engineering Airplane ①	Lecture Interactive activity Project based	Read selected passages from Biology textbook and other sources	30
3 /	Meaning from context ①	Lecture Interactive activity Collaborative	Read selected passages from Biology textbook and other sources	30
4 /	Meaning from context ①	Lecture Interactive activity Collaborative	Read selected passages from Biology textbook and other sources	30
5 /	Meaning from context ②	Lecture Interactive activity Collaborative	Read selected passages from Biology textbook and other sources	30
6 /	Meaning from context ②	Lecture Interactive activity Collaborative project based	Read selected passages from Biology textbook and other sources	30
7 /	Meaning from context ③	Lecture Interactive activity Collaborative project based	Read selected passages from Biology textbook and other sources	30
8 /	Meaning from context ③	Lecture Interactive activity Collaborative project based	Read selected passages from Biology textbook and other sources	30
9 /	Catch-up / Quiz 1	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
10 /	Scientific Method/Process ①	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 ／	Scientific Method/Process ①	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
12 ／	Scientific Method/Process ②	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
13 ／	Scientific Method/Process ②	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
14 ／	Scientific Method/Process ③	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
15 ／	Scientific Method/Process ③	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
16 ／	Catch-up / Quiz 2	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
17 ／	Scientific Reporting ①	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
18 ／	Scientific Reporting ①	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
19 ／	Scientific Reporting ②	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30
20 ／	Scientific Reporting ②	Lecture Interactive activity Collaborative project based	Perform, document and present a simple biology experiment	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 ／	Scientific Reporting ③	Lecture Interactive activity Collaborative project based	Perform and report the results of a simple biology experiment	30
22 ／	Scientific Reporting ③	Lecture Interactive activity Collaborative project based	Perform and report the results of a simple biology experiment	30
23 ／	Catch-up / Quiz 3	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
24 ／	Scientific Presentation ①	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
25 ／	Scientific Presentation ①	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
26 ／	Scientific Presentation ②	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
27 ／	Scientific Presentation ②	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
28 ／	Scientific Presentation ③	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
29 ／	Scientific Presentation ③	Lecture Interactive activity Collaborative project based	Design, research, practice and give a presentation on a topic from biology class	30
30 ／	Catch-up / Quiz 4	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Bridge English (Chemistry)		2	505500	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	BAIRD, Pauline		101. 201				Monday, Wednesday 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Math	This course emphasizes the fundamental English language to support all the STEM courses conducted in English in the 1st and 2nd year. The main purpose of it is for students to be able to succeed in the content courses as they learn how to address and approach the challenges such as scientific terminology, expressions, or concepts in English.							
2	Physics								
3	Chemistry								
4	Biology								
5	Engineering								
Course Description and Expectations for Students									
The main purpose is to provide academic support in STEM classes. As all the STEM courses are taught in English, which may cause you to face many challenges and even decrease motivation, the fundamentals gained in this course allow you to build up confidence and academic skills. Additionally, we advise you to use these skills outside of the classroom. This course is divided into 4 sections; Math, Chemistry, Physics, and Biology.									
(Chemistry) Lecture, individual exercises, pair work, You need to submit worksheets after each quiz.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: None Reserved books: None									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions.									
No.	Program Objectives	Target Abilities for Students							
①	h	Students will be able to improve their vocabulary in order to succeed in their STEM classes.							
②	h	Students will be able to use scientific language and expressions needed in their STEM classes.							
③	h, d	Students will be able to develop problem solving skills in order to take responsibility for their own learning.							
④	i	Students will be able to develop a broader mindset from the content they study in their classes.							
⑤	i	Students will be able to increase their knowledge about the content they study.							
⑥	i	Students will be able to understand each grammatical point.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	60	40	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	40	20	0	0	0	0	60
	Ability to think, reason and create	0	20	10	0	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	0	0	0	0	10
	Attitude and motivation for learning	0	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Each quiz will be given after a block of 3 classes. There are 4 quizzes throughout the semester. Total (100pts) = Math (25pts) + Physics (25pts) + Chemistry (25pts) + Biology (25pts)
	②	✓	
	③	✓	
	④		
	⑤		
	⑥	✓	
Report	①		In order to review and evaluate your understanding and progress, you need to submit handouts. The teacher will collect completed and graded handouts after each quiz.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students develop their interest in learning new things based on their preference and their ability to apply the knowledge and skills learned to improve their performance in STEM classes.	Students address their weaknesses in STEM classes and lay a necessary foundation for success in STEM.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction Engineering Airplane	Lecture Interactive activity Project based	Read the syllabus Study vocabulary	20
2 /	Engineering Airplane	Lecture Interactive activity Project based	Finish the review sheet	30
3 /	Thinking Like a Scientist	Lectures, demonstrations, and practice	Make annotations and notes	30
4 /	Thinking Like a Scientist	Lectures, demonstrations, and practice	Make annotations and notes	30
5 /	Thinking Like a Scientist	Lectures, demonstrations, and practice	Make annotations and notes	30
6 /	Thinking Like a Scientist	Lectures, demonstrations, and practice	Make summaries	30
7 /	Matter and Change I	Lectures, demonstrations, and practice	Create organizational maps and tools to analyze texts	30
8 /	Matter and Change I	Lectures, demonstrations, and practice	Create organizational maps and tools to analyze texts	30
9 /	Catch-up / Quiz 1	Review and evaluate your progress and understanding	Study for a quiz / review the contents and turn in worksheets	30
10 /	Matter and Change I	Lectures, demonstrations, and practice	Create organizational maps and tools to analyze texts	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Matter and Change I	Lectures, demonstrations, and practice	Create organizational maps and tools to analyze texts	30
12 /	Describing Process and Results	Lectures, demonstrations, and practice	Observe and record data	30
13 /	Describing Process and Results	Lectures, demonstrations, and practice	Observe and record data	30
14 /	Describing Process and Results	Lectures, demonstrations, and practice	Observe and record data	30
15 /	Describing Process and Results	Lectures, demonstrations, and practice	Observe and record data	30
16 /	Catch-up / Quiz 2	Review and evaluate your progress and understanding	Study for a quiz / review the contents and turn in worksheets	30
17 /	Matter and Change II	Lectures, demonstrations, and practice	Organizing and reporting data from multiple sources	30
18 /	Matter and Change II	Lectures, demonstrations, and practice	Organizing and reporting data from multiple sources	30
19 /	Matter and Change II	Lectures, demonstrations, and practice	Organizing and reporting data from multiple sources	30
20 /	Matter and Change II	Lectures, demonstrations, and practice	Organizing and reporting data from multiple sources	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Identifying Facts and Forming Opinions *Recycling	Lectures, demonstrations, and practice	Draft journal report	30
22 /	Identifying Facts and Forming Opinions *Recycling	Lectures, demonstrations, and practice	Draft journal report	30
23 /	Catch-up / Quiz 3	Review and evaluate your progress and understanding	Study for a quiz / review the contents and turn in worksheets	30
24 /	Identifying Facts and Forming Opinions *Recycling	Lectures, demonstrations, and practice	Revise journal report	30
25 /	Identifying Facts and Forming Opinions *Recycling	Lectures, demonstrations, and practice	Revise journal report	30
26 /	Properties of substances	Lectures, demonstrations, and practice	Use vocabulary for comparing and contrasting charts and graphs	30
27 /	Properties of substances	Lectures, demonstrations, and practice	Use vocabulary for comparing and contrasting charts and graphs	30
28 /	Properties of substances	Lectures, demonstrations, and practice	Use vocabulary for comparing and contrasting charts and graphs	30
29 /	Properties of substances	Lectures, demonstrations, and practice	Use vocabulary for comparing and contrasting charts and graphs	30
30 /	Catch-up / Quiz 4	Review and evaluate your progress and understanding	Study for a quiz / review the contents and turn in worksheets	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Bridge English (Mathematics)		2	505500	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	OHARA, Shinobu		101. 201				Monday, Wednesday 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Math	This course emphasizes the fundamental English language to support all the STEM courses conducted in English in the 1st and 2nd year. The main purpose of it is for students to be able to succeed in the content courses as they learn how to address and approach the challenges such as scientific terminology, expressions, or concepts in English.							
2	Physics								
3	Chemistry								
4	Biology								
5	Engineering								
Course Description and Expectations for Students									
The main purpose is to provide the academic support in STEM classes. As all the STEM courses are taught in English, which may cause you to face many challenges and even decrease motivation, the fundamentals gained in this course allow you to build up confidence and academic skills. Additionally, we advise you to use these skills outside of the classroom. This course is divided into 4 sections; Math, Chemistry, Physics, and Biology.									
(Mathematics) Lecture, exercise, pair-work, presentation (Making a short lecture) You need to submit all the handouts after a quiz.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: None Reserved books: None									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions.									
No.	Program Objectives	Target Abilities for Students							
①	h	Students will be able to improve their vocabulary in order to succeed in their STEM classes.							
②	h	Students will be able to use scientific language and expressions needed in their STEM classes.							
③	h, d	Students will be able to develop problem solving skills in order to take responsibility for their own learning.							
④	i	Students will be able to develop a broader mindset from the content they study in their classes.							
⑤	i	Students will be able to increase their knowledge about the content they study.							
⑥	i	Students will be able to understand each grammatical point.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	60	40	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	40	20	0	0	0	0	60
	Ability to think, reason and create	0	20	10	0	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	0	0	0	0	10
	Attitude and motivation for learning	0	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Each quiz will be given after a block of 3 classes. There are 4 quizzes throughout a semester. Total (100pts) = Math (25pts) + Physics (25pts) + Chemistry (25pts) + Biology (25pts)
	②	✓	
	③	✓	
	④		
	⑤		
	⑥	✓	
Report	①		In order to review and evaluate your understanding and progress, you need to submit handouts. Submission rules depend on each teacher.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students develop their interest in learning new things based on their preference and their ability to apply the knowledge and skills learned to improve their performance in STEM classes.	Students address their weaknesses in STEM classes and lay a necessary foundation for success in STEM.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction Engineering Airplane	Lecture Interactive activity Project based	Read the syllabus Study vocabulary	20
2 /	Engineering Airplane ①	Lecture Interactive activity Project based	Finish the review sheet	30
3 /	Acquiring vocabulary (numbers, fractions, decimals, etc) Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
4 /	Acquiring vocabulary (numbers, fractions, decimals, etc) Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
5 /	Acquiring vocabulary used in a graph. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
6 /	Acquiring vocabulary used in a graph. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
7 /	Acquire how to read formulas. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
8 /	Acquire how to read formulas. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
9 /	Catch-up / Quiz 1	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
10 /	Acquiring vocabulary used in a function Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Acquiring vocabulary used in a function Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
12 /	Acquiring vocabulary used in an inequalities. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
13 /	Acquiring vocabulary used in an inequalities. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
14 /	Acquiring vocabulary and structures used in instructions. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
15 /	Acquiring vocabulary and structures used in instructions. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
16 /	Catch-up / Quiz 2	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
17 /	Listening to lectures about formulas and express them.	Lecture, pair-work, and practice	Practice expressing the formulas they learn.	20
18 /	Listening to lectures about formulas and express them.	Lecture, pair-work, and practice	Practice expressing the formulas they learn.	20
19 /	Listening to lectures about functions and express them.	Lecture, pair-work, and practice	Practice expressing the formulas they learn.	20
20 /	Listening to lectures about functions and express them.	Lecture, pair-work, and practice	Practice expressing the formulas they learn.	20

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Understanding sentence problems about probabilities. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary and sentence structures they learn	20
22 /	Understanding sentence problems about probabilities. Learning about etymology of words they acquire.	Lecture, pair-work, and practice	Review the vocabulary and sentence structures they learn	20
23 /	Catch-up / Quiz 3	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
24 /	Practicing making a lecture about numbers, fractions, and/or decimals.	Lecture, pair-work, and practice	Listening to their lecture and improve them.	20
25 /	Practicing making a lecture about numbers, fractions, and/or decimals.	Lecture, pair-work, and practice	Listening to their lecture and improve them.	20
26 /	Practicing making a lecture about graphs.	Lecture, pair-work, and practice	Listening to their lecture and improve them.	20
27 /	Practicing making a lecture about graphs.	Lecture, pair-work, and practice	Listening to their lecture and improve them.	20
28 /	Reviewing all vocabulary they learn.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
29 /	Reviewing all vocabulary they learn.	Lecture, pair-work, and practice	Review the vocabulary they learn	20
30 /	Catch-up / Quiz 4	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Bridge English (Physics)		2	505500	First	Lecture / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	TSUDA, Akihiro		101. 201				Monday, Wednesday 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Math	This course emphasizes the fundamental English language to support all the STEM courses conducted in English in the 1st and 2nd year. The main purpose of it is for students to be able to succeed in the content courses as they learn how to address and approach the challenges such as scientific terminology, expressions, or concepts in English.							
2	Physics								
3	Chemistry								
4	Biology								
5	Engineering								
Course Description and Expectations for Students									
The main purpose is to provide the academic support in STEM classes. As all the STEM courses are taught in English, which may cause you to face many challenges and even decrease motivation, the fundamentals gained in this course allow you to build up confidence and academic skills. Additionally, we advise you to use these skills outside of the classroom. This course is divided into 4 sections; Math, Chemistry, Physics, and Biology.									
(Physics) Lecture, exercise, pair-work, presentation, You need to submit all the handouts after a quiz.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: None (Handouts) Reference books: None Reserved books: None									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Ability to communicate about personal activities and events: work, school, daily life, and leisure. Can describe experiences and provide explanations, opinion, and plans. Can also ask questions, read simple instructions, and take directions.									
No.	Program Objectives	Target Abilities for Students							
①	h	Students will be able to improve their vocabulary in order to succeed in their STEM classes.							
②	h	Students will be able to use scientific language and expressions needed in their STEM classes.							
③	h, d	Students will be able to develop problem solving skills in order to take responsibility for their own learning.							
④	i	Students will be able to develop a broader mindset from the content they study in their classes.							
⑤	i	Students will be able to increase their knowledge about the content they study.							
⑥	i	Students will be able to understand each grammatical point.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	60	40	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	40	20	0	0	0	0	60
	Ability to think, reason and create	0	20	10	0	0	0	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	0	0	0	0	10
	Attitude and motivation for learning	0	0	0	0	0	0	0	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Each quiz will be given after a block of 3 classes. There are 4 quizzes throughout a semester. Total (100pts) = Math (25pts) + Physics (25pts) + Chemistry (25pts) + Biology (25pts)
	②	✓	
	③	✓	
	④		
	⑤		
	⑥	✓	
Report	①		In order to review and evaluate your understanding and progress, you need to submit handouts. Submission rules depend on each teacher.
	②		
	③		
	④	✓	
	⑤	✓	
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	②		
	③		
	④		
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Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students develop their interest in learning new things based on their preference and their ability to apply the knowledge and skills learned to improve their performance in STEM classes.	Students address their weaknesses in STEM classes and lay a necessary foundation for success in STEM.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 ／	Introduction Engineering Airplane	Lecture Interactive activity Project based	Read the syllabus Study vocabulary	20
2 ／	Engineering Airplane ①	Lecture Interactive activity Project based	Finish the review sheet	30
3 ／	Shape ①	Lecture Interactive activity	Review the content Complete the assignment	30
4 ／	Shape ①	Lecture Interactive activity	Review the content Complete the assignment	30
5 ／	Shape ②	Lecture Interactive activity	Review the content Complete the assignment	30
6 ／	Shape ②	Lecture Interactive activity	Review the content Complete the assignment	30
7 ／	Force ①	Lecture Interactive activity	Review the content Complete the assignment	30
8 ／	Force ①	Lecture Interactive activity	Review the content Complete the assignment	30
9 ／	Catch-up / Quiz 1	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
10 ／	Force ②	Lecture Interactive activity	Review the content Complete the assignment	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 ／	Force ②	Lecture Interactive activity	Review the content Complete the assignment	30
12 ／	Movement/Actions ①	Lecture Interactive activity	Review the content Complete the assignment	30
13 ／	Movement/Actions ①	Lecture Interactive activity	Review the content Complete the assignment	30
14 ／	Movement/Actions ②	Lecture Interactive activity	Review the content Complete the assignment	30
15 ／	Movement/Actions ②	Lecture Interactive activity	Review the content Complete the assignment	30
16 ／	Catch-up / Quiz 2	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
17 ／	Inertia ①	Lecture Interactive activity	Review the content Complete the assignment	30
18 ／	Inertia ①	Lecture Interactive activity	Review the content Complete the assignment	30
19 ／	Inertia ②	Lecture Interactive activity	Review the content Complete the assignment	30
20 ／	Inertia ②	Lecture Interactive activity	Review the content Complete the assignment	30

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 ／	Motion ①	Lecture Interactive activity	Review the content Complete the assignment	30
22 ／	Motion ①	Lecture Interactive activity	Review the content Complete the assignment	30
23 ／	Catch-up / Quiz 3	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30
24 ／	Motion ②	Lecture Interactive activity	Review the content Complete the assignment	30
25 ／	Motion ②	Lecture Interactive activity	Review the content Complete the assignment	30
26 ／	Describing an experiment ①	Lecture Interactive activity	Review the content Complete the assignment	30
27 ／	Describing an experiment ①	Lecture Interactive activity	Review the content Complete the assignment	30
28 ／	Describing an experiment ②	Lecture Interactive activity	Review the content Complete the assignment	30
29 ／	Describing an experiment ②	Lecture Interactive activity	Review the content Complete the assignment	30
30 ／	Catch-up / Quiz 4	Review and evaluate your progress and understanding	Study for a quiz / review the contents	30

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 必修		日本語IA		5	505600	前学期	講義／履修		
対象学年	担当教員名		居室	電子メール I D		オフィスアワー			
1年	札野 寛子		101.201	hfudano@neptune.kanazawa-it.ac.jp		木曜 16:30-17:30			
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	日本語		キャンパスでの一般的な日常会話ができるようになるために、日本語の初級レベルの文型や語彙を習得する。また、学生の出身国のようすを紹介したり、母語と日本語の比較をしたりする新聞プロジェクトを行い、異文化間の類似点・相違点についての学びも深める。						
2	コミュニケーションスキル								
3	日本文化・社会								
4									
5									
授業の概要および学習上の助言									
最初の週は、日本語の文字表記・音声について理解を深め、ひらがなとカタカナの習得をめざす。また、生活に必要な挨拶表現や基本語彙を学ぶ。それ以降は、メインテキストを用いて日本語の文法を学び、4技能（話す・聞く・読む・書く）に渡る実践的な練習を行う。 教室で学習した語彙や表現を日常生活の中でも積極的に活用して、より自然な文脈での日本語使用に慣れるように努めることが、言語習得の早道である。									
【教科書および参考書・リザーブドブック】									
教科書：できる日本語教材開発プロジェクト著『できる日本語初級本冊』アルク、2011 同著『できる日本語 わたしのことばノート』アルク、2012、同著『できる日本語 わたしの文法ノート』アルク、201 参考書：国際交流基金編著『まるごと 入門A1 りかい』三修社、2013、同『まるごと 入門A1 かつどう』三修社、2013 リザーブドブック：なし									
履修に必要な予備知識や技能									
特になし									
No.	教育目標 (DP) (記号表記)	学生が達成すべき行動目標							
①	e, i	ひらがな、カタカナ、漢字を適切に用いることができる。							
②	e, i	促音や拗音も含めた日本語音声聞き分けができる。							
③	e, i	テキストで学んだ文型や語彙が用いられた日本語表現を聞いたり読んだりして、意味を理解できる。							
④	e, i	テキストで学んだ文型や語彙を用いて話したり書いたりして、大まかに自分の意志を伝えることができる。							
⑤	e, i	繁体字と日本で使われる字体を区別して使うことができる。							
⑥	e, i	挨拶表現など、日本での習慣的な基本ルールを理解し、行動で表現できる。							
達 成 度 評 価									
評価方法		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
指標と評価割合									
総合評価割合		40	50	10	0	0	0	0	100
総合力指標	知識を取り込む力	20	25	0	0	0	0	0	45
	思考・推論・創造する力	0	0	0	0	0	0	0	0
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	20	25	10	0	0	0	0	55
	学習に取組む姿勢・意欲	0	0	0	0	0	0	0	0

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①	レ	メインのテキスト『できる日本語』の文型・文法についての筆記テスト（一部、聴解問題含む）を学期中に4回実施する。成績は、各回の平均点（％）をもとに4回分の平均点（％）を算出し、それを40点満点に換算する。
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
クイズ 小テスト	①	レ	合計14回のクイズを実施する。最初の2回はひらがなとカタカナについて。そのあと12回は『できる日本語』の学習が終わった課に出てきた語彙と漢字について出題する。 成績集計においては、毎回の平均点（％）をもとに全体の平均点（％）を算出し、それを50点満点に換算する。
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
レポート	①	レ	好きなトピックを選んで、学期中に4回新聞記事を作成する。記事には、学習した語彙や文型を使ってみることを試みる。 1回分を2.5点満点とし、指定した期日までに記事を完成させれば満点で、遅れたり、内容が不十分である場合は適宜減点する。
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
成果発表 （口頭・実技）	①		
	②		
	③		
	④		
	⑤		
	⑥		
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①		
	②		
	③		
	④		
	⑤		
	⑥		
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
ひらがなとカタカナをスムーズに読んだり書いたりできる。 母語の影響は若干あるものの、ネイティブスピーカーが聞いて意味がわかる程度に、日本語の発音やアクセントを駆使できる。 助詞を正しく使って、学習した文型で文を産出できる。 自分が言いたいことを、学習した文型や語彙を用いて、いくつかの単文で表現できる。 語彙を中心に、母語と日本語の違いを説明できる。	若干誤りや癖はあるものの、ネイティブスピーカーが判読できる程度のひらがなとカタカナを書くことができる。 ネイティブスピーカーがある程度意味を推測する必要があるが、意思疎通ができる程度に日本語の発音やアクセントを使い分けることができる。 時折、助詞の間違いなどはあるが、意味が通じる程度の正確さで学習した文型を産出できる。 自分が言いたいことを、ネイティブスピーカーに文型や語彙を助けてもらいながら、いくつかの単文で表現できる。 一部の語彙について、母語と日本語の違いを説明できる。

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分/週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	自己紹介&ウォーミングアップ会話 授業説明 ローマ字と日本語の発音 『まるごと かつどう』第1課（あいさつ、ひらがな） 『まるごと りかい』第1課（ひらがな）	講義・演習	ひらがなWS	30
2 ／	『まるごと りかい』第1課（ひらがな）つづき 長音、拗音、促音 自己紹介の表現『できる 本冊』第1課-1	講義・演習	ひらがなWS	30
3 ／	数字（いち、に、さん…） 大きい数（百、千、万…） 『まるごと かつどう』第2課（もういちどおねがいします、きいてください、自分の名前、国の名前）	講義・演習	ひらがな・単語WS	30
4 ／	『まるごと りかい』第2課（カタカナ） 数字（ひとつ、ふたつ、みつつ…） 時間の言い方	講義・演習	カタカナWS	30
5 ／	『まるごと りかい』第2課（カタカナ）つづき 月日の言い方	講義・演習	カタカナWS ひらがなクイズの準備	30
6 ／	クイズ#1-ひらがな 『できる 本冊』第1課つづき 『できる 文法』第1課	講義・演習	文法ノート第1課	30
7 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
8 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
9 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
10 ／	新聞プロジェクト 説明 #1のトピック決め （出身地の紹介？） 『できる ことば』第1課+漢字チェック	講義・演習	記事作成 ことばノート第1課 カタカナクイズの準備	30

授業明細表

C L I P 学習プロセスについて

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	カタカナ復習 クイズ#2ーカタカナ 『できる 本冊』第2課	講義・演習	文法ノート第2課	30
12 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき	講義・演習	文法ノート第2課	30
13 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき	講義・演習	文法ノート第2課	30
14 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき	講義・演習	文法ノート第2課	30
15 ／	新聞プロジェクト #1の記事作成 『できる ことば』第2課＋漢字チェック	講義・演習	記事作成 第1&2課語彙・漢字クイズ準備 ことばノート第2課	30
16 ／	クイズ#3ー第1&2課語彙・漢字 『できる 本冊』第3課	講義・演習	文法ノート第3課	30
17 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
18 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
19 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
20 ／	新聞プロジェクト #1の記事チェック＋揭示 『できる ことば』第3課＋漢字チェック	講義・演習	第3課語彙・漢字クイズの準備 ことばノート第3課	30

授業明細表

CLIP学習プロセスについて

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※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
21 ／	クイズ#4—第3課語彙・漢字 『できる 本冊』第4課	講義・演習	文法ノート第4課	30
22 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき	講義・演習	文法ノート第4課	30
23 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき	講義・演習	文法ノート第4課	30
24 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき 『できる ことば』第4課＋漢字チェック	講義・演習	文法ノート第4課 テスト#1準備 ことばノート第4課	30
25 ／	テスト#1 第1～4課 ふりかえり	テスト	第4課語彙・漢字クイズ準備	30
26 ／	クイズ#5—第4課語彙・漢字 『できる 本冊』第5課	講義・演習	文法ノート第5課	30
27 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき	講義・演習	文法ノート第5課	30
28 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき	講義・演習	文法ノート第5課	30
29 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき	講義・演習	文法ノート第5課	30
30 ／	新聞プロジェクト #2トピック決め (中国語と日本語の語彙の類似・相違点) 『できる ことば』第5課＋漢字チェック	講義・演習	記事作成 第5課語彙・漢字クイズ準備 ことばノート第5課	30

授業明細表

C L I P 学習プロセスについて

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※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
31 ／	クイズ#6—第5課語彙・漢字 『できる 本冊』第6課	講義・演習	文法ノート第6課	30
32 ／	『できる 本冊』第6課つづき 『できる 文法』第6課つづき	講義・演習	文法ノート第6課	30
33 ／	『できる 本冊』第6課つづき 『できる 文法』第6課つづき	講義・演習	文法ノート第6課	30
34 ／	『できる 本冊』第6課つづき 『できる 文法』第6課つづき	講義・演習	文法ノート第6課	30
35 ／	新聞プロジェクト #2記事作成 『できる ことば』第6課＋漢字チェック	講義・演習	記事作成 第6課語彙・漢字クイズ準備 ことばノート第6課	30
36 ／	クイズ#7—第6課語彙・漢字 『できる 本冊』第7課	講義・演習	文法ノート第7課	30
37 ／	『できる 本冊』第7課つづき 『できる 文法』第7課つづき	講義・演習	文法ノート第7課	30
38 ／	『できる 本冊』第7課つづき 『できる 文法』第7課つづき	講義・演習	文法ノート第7課	30
39 ／	『できる 本冊』第7課つづき 『できる 文法』第7課つづき	講義・演習	文法ノート第7課	30
40 ／	新聞プロジェクト #2記事チェック＋掲示 『できる ことば』第7課＋漢字チェック	講義・演習	第7課語彙・漢字クイズ準備 ことばノート第7課	30

授業明細表

C L I P 学習プロセスについて

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
41 ／	クイズ#8—第7課語彙・漢字 『できる 本冊』第8課	講義・演習	文法ノート第8課	30
42 ／	『できる 本冊』第8課つづき 『できる 文法』第8課つづき	講義・演習	文法ノート第8課	30
43 ／	『できる 本冊』第8課つづき 『できる 文法』第8課つづき	講義・演習	文法ノート第8課	30
44 ／	『できる 本冊』第8課つづき 『できる 文法』第8課つづき 『できる ことば』第8課＋漢字チェック	講義・演習	文法ノート第8課 テスト#2準備 ことばノート第8課	30
45 ／	テスト#2—第5～8課 ふりかえり	テスト	第8課語彙・漢字クイズ準備	30
46 ／	クイズ#9—第8課語彙・漢字 『できる 本冊』第9課	講義・演習	文法ノート第9課	30
47 ／	『できる 本冊』第9課つづき 『できる 文法』第9課つづき	講義・演習	文法ノート第9課	30
48 ／	『できる 本冊』第9課つづき 『できる 文法』第8課つづき	講義・演習	文法ノート第9課	30
49 ／	『できる 本冊』第9課つづき 『できる 文法』第9課つづき	講義・演習	文法ノート第9課	30
50 ／	新聞プロジェクト—#3トピック決め・記事作成 『できる ことば』第9課＋漢字チェック	講義・演習	第9課語彙・漢字クイズ準備 ことばノート第9課	30

授業明細表

C L I P 学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
51 ／	クイズ#10—第9課語彙・漢字 『できる 本冊』第10課	講義・演習	文法ノート第10課	30
52 ／	『できる 本冊』第10課つづき 『できる 文法』第10課つづき	講義・演習	文法ノート第10課	30
53 ／	『できる 本冊』第10課つづき 『できる 文法』第10課つづき	講義・演習	文法ノート第10課	30
54 ／	『できる 本冊』第10課つづき 『できる 文法』第10課つづき	講義・演習	文法ノート第10課	30
55 ／	新聞プロジェクト—#3記事作成＋チェック＋掲示 『できる ことば』第10課＋漢字チェック	講義・演習	第10課語彙・漢字クイズ準備 ことばノート第10課	30
56 ／	クイズ#11—第10課語彙・漢字 『できる 本冊』第11課	講義・演習	文法ノート第11課	30
57 ／	『できる 本冊』第11課つづき 『できる 文法』第11課つづき	講義・演習	文法ノート第11課	30
58 ／	『できる 本冊』第11課つづき 『できる 文法』第11課つづき	講義・演習	文法ノート第11課	30
59 ／	『できる 本冊』第11課つづき 『できる 文法』第11課つづき 『できる ことば』第11課＋漢字チェック	講義・演習	文法ノート第11課 テスト#3準備 ことばノート第11課	30
60 ／	テスト#3—第9-11課 ふりかえり	テスト	第11課語彙・漢字クイズ準備	30

授業明細表

C L I P 学習プロセスについて

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
61 ／	クイズ#12—第11課語彙・漢字 『できる 本冊』第12課	講義・演習	文法ノート第12課	30
62 ／	『できる 本冊』第12課つづき 『できる 文法』第12課つづき	講義・演習	文法ノート第12課	30
63 ／	『できる 本冊』第12課つづき 『できる 文法』第12課つづき	講義・演習	文法ノート第12課	30
64 ／	『できる 本冊』第12課つづき 『できる 文法』第12課つづき	講義・演習	文法ノート第12課	30
65 ／	新聞プロジェクト#4トピック決め・記事作成 『できる ことば』第8課＋漢字チェック	講義・演習	記事作成 第12課語彙・漢字クイズ準備 ことばノート第12課	30
66 ／	クイズ#13—第12課語彙・漢字 『できる 本冊』第13課	講義・演習	文法ノート第13課	30
67 ／	『できる 本冊』第13課つづき 『できる 文法』第13課つづき	講義・演習	文法ノート第13課	30
68 ／	『できる 本冊』第13課つづき 『できる 文法』第13課つづき	講義・演習	文法ノート第13課	30
69 ／	『できる 本冊』第13課つづき 『できる 文法』第13課つづき	講義・演習	文法ノート第13課	30
70 ／	新聞プロジェクト#4記事作成、チェック、掲示 『できる ことば』第13課＋漢字チェック	講義・演習	記事作成 第13課語彙・漢字クイズ準備 ことばノート第13課	30

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
71 ／	クイズ#14—第13課語彙・漢字 『できる 本冊』第14課	講義・演習	文法ノート第14課	30
72 ／	『できる 本冊』第14課つづき 『できる 文法』第14課つづき	講義・演習	文法ノート第14課	30
73 ／	『できる 本冊』第14課つづき 『できる 文法』第14課つづき	講義・演習	文法ノート第14課	30
74 ／	『できる 本冊』第14課つづき 『できる 文法』第14課つづき 『できる ことば』第14課＋漢字チェック	講義・演習	文法ノート第14課 テスト#4準備 ことばノート第14課	30
75 ／	テスト#4—第12～14課 ふりかえり	テスト		

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科目名	単位	科目コード	開講時期	授業形態
国際理工学科 一般科目 必修		日本語IB	2	505700	後学期	講義／履修
対象学年	担当教員名		居室	電子メール I D		オフィスアワー
1年	札野 寛子		101.201	hfudano@neptune.kanazawa-it.ac.jp		木曜 16:30-17:30

授業科目の学習教育目標

キーワード		学習教育目標
1	日本語	キャンパスでの一般的な日常会話ができるようになるために、日本語の初級レベルの文型や語彙を復習しながら、初中級の文型・語彙を習得する。
2	コミュニケーションスキル	
3	日本文化・社会	
4		
5		

授業の概要および学習上の助言

前学期に学習した文法や語彙について、折に触れ、復習をしながら、初中級レベルの文型・文法・語彙の学習を進める。また、学習した表現が用いられている文章の読解にも取り組む。

教室で学習した語彙や表現を日常生活の中でも積極的に活用して、より自然な文脈での日本語使用に慣れるように努めることが、言語習得の早道である。

【教科書および参考書・リザーブドブック】

教科書：できる日本語教材開発プロジェクト著『できる日本語初中級本冊』アルク、2012

同著『できる日本語 わたしのことばノート』アルク、2013、同著『できる日本語 わたしの文法ノート』アルク、2012

参考書：同著『できる日本語準拠 たのしい読みもの55 初級&初中級』アルク、2013

リザーブドブック：なし

履修に必要な予備知識や技能

日本語初級程度の語彙・文法・文型知識および実際に使える技能

No.	教育目標 (DP) (記号表記)	学生が達成すべき行動目標
①	e, i	正しい日本語の高低アクセントやイントネーションをまねすることができる。
②	e, i	テキストで学んだ文型や語彙が用いられた日本語表現を聞いたり読んだりして、意味を理解できる。
③	e, i	テキストで学んだ文型や語彙を用いながら話したり書いたりして、自分の意志を伝えることができる。
④	e, i	繁体字と日本で使われる字体を区別して使うことができる。
⑤	e, i	話し言葉と書き言葉を違いを説明できる。
⑥	e, i	敬語を使う文脈を理解し、定型的な敬語表現を使うことができる。

達成度評価

評価方法		試験	クイズ 小テスト	レポート	成果発表 口頭・実技	作品	ポートフォリオ	その他	合計
指標と評価割合									
総合評価割合		50	50	0	0	0	0	0	100
総合力指標	知識を取り込む力	25	25	0	0	0	0	0	50
	思考・推論・創造する力	0	0	0	0	0	0	0	0
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	25	25	0	0	0	0	0	50
	学習に取り組む姿勢・意欲	0	0	0	0	0	0	0	0

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①	レ	メインのテキスト『できる日本語』の文型・文法についての筆記テスト（一部、聴解問題含む）を学期中に2回実施する。成績は、各回の平均点（％）をもとに2回分の平均点（％）を算出し、それを50点満点に換算する。
	②	レ	
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①	レ	『できる日本語』の学習が終わった課に出てきた語彙と漢字について5回のクイズを実施する。成績集計においては、毎回の平均点（％）をもとに全体の平均点（％）を算出し、それを50点満点に換算する。
	②	レ	
	③		
	④		
	⑤		
	⑥		
レポート	①		
	②		
	③		
	④		
	⑤		
	⑥		
成果発表 （口頭・実技）	①		
	②		
	③		
	④		
	⑤		
	⑥		
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①		
	②		
	③		
	④		
	⑤		
	⑥		
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
母語の影響は若干あるものの、ネイティブスピーカーが聞いて意味がわかる程度に、日本語の発音やアクセントを駆使できる。 助詞を正しく使って、学習した文型で文を産出できる。 自分が言いたいことを、学習した文型や語彙を用いて、いくつかの単文で表現できる。 辞書を使いながらまとまった長さの文章をひとりで読んで、大意を正しく理解できる。	ネイティブスピーカーがある程度意味を推測する必要があるが、意思疎通ができる程度に日本語の発音やアクセントを使い分けられることができる。 時折、助詞の間違いなどはあるが、意味が通じる程度の正確さで学習した文型を産出できる。 自分が言いたいことを、ネイティブスピーカーに文型や語彙を助けてもらいながら、いくつかの単文で表現できる。 教師に助言をもらいながらまとまった長さの文章を読んで、大意をおおよそ理解できる。

授業明細表

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	授業説明 前学期のふりかえり 『できる 本冊（初級）』第15課	講義・演習	文法ノート第15課	30
2 ／	『できる 本冊』第15課つづき 『できる 文法』第15課つづき	講義・演習	文法ノート第15課	30
3 ／	『できる 本冊』第15課つづき 『できる 文法』第15課つづき	講義・演習	文法ノート第15課	30
4 ／	『できる 本冊』第15課つづき 『できる 文法』第15課つづき	講義・演習	文法ノート第15課	30
5 ／	『できる ことば』第15課＋漢字チェック 読解教材1	講義・演習	第15課語彙・漢字クイズ準備 ことばノート第15課	30
6 ／	クイズ＃1－初級第15課語彙・漢字クイズ 『できる 本冊（初中級）』第1課 『できる 文法』第1課	講義・演習	文法ノート第1課	30
7 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
8 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
9 ／	『できる 本冊』第1課つづき 『できる 文法』第1課つづき	講義・演習	文法ノート第1課	30
10 ／	『できる ことば』第1課＋漢字チェック 読解教材2	講義・演習	記事作成 ことばノート第1課 第1課単語・漢字クイズの準備	30

授業明細表

C L I P 学習プロセスについて

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11 ／	クイズ#2-初中級第1課語彙・漢字クイズ 『できる 本冊（初中級）』第2課 『できる 文法』第2課	講義・演習	文法ノート第2課	30
12 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき	講義・演習	文法ノート第2課	30
13 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき	講義・演習	文法ノート第2課	30
14 ／	『できる 本冊』第2課つづき 『できる 文法』第2課つづき 『できる ことば』第2課＋漢字チェック	講義・演習	文法ノート第2課 ことばノート第2課 テスト#1準備	30
15 ／	テスト#1-初級第15課、初中級第1～2課 ふりかえり	講義・演習	第2課単語・漢字クイズの準備	30
16 ／	クイズ#3-第2課語彙・漢字 『できる 本冊』第3課	講義・演習	文法ノート第3課	30
17 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
18 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
19 ／	『できる 本冊』第3課つづき 『できる 文法』第3課つづき	講義・演習	文法ノート第3課	30
20 ／	『できる ことば』第3課＋漢字チェック 読解教材3	講義・演習	第3課語彙・漢字クイズの準備 ことばノート第3課	30

授業明細表

CLIP学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行動ください。
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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
21 ／	クイズ#4—第3課語彙・漢字 『できる 本冊』第4課	講義・演習	文法ノート第4課	30
22 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき	講義・演習	文法ノート第4課	30
23 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき	講義・演習	文法ノート第4課	30
24 ／	『できる 本冊』第4課つづき 『できる 文法』第4課つづき	講義・演習	文法ノート第4課 テスト#1準備	30
25 ／	『できる ことば』第4課＋漢字チェック 読解教材3	テスト	第4課語彙・漢字クイズ準備 ことばノート第4課	30
26 ／	クイズ#5—第4課語彙・漢字 『できる 本冊』第5課	講義・演習	文法ノート第5課	30
27 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき	講義・演習	文法ノート第5課	30
28 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき	講義・演習	文法ノート第5課	30
29 ／	『できる 本冊』第5課つづき 『できる 文法』第5課つづき 『できる ことば』第5課＋漢字チェック	講義・演習	文法ノート第5課 ことばノート第5課 テスト#2準備	30
30 ／	テスト#2 第3～5課 ふりかえり	テスト		

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Require		Health and Physical Education IA		1	506800	First	Exercises / Practice / FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	TAKIMOTO, Akihiro, CADZOW, Philip		101. Gym				Fri. 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Running		Practice running and increase the student's endurance and speed over a 2km course Improve the student`s climbing ability in an indoor bouldering room Develop badminton skills through drills and practice games						
2	Climbing								
3	Badminton								
4	Focus								
5									
Course Description and Expectations for Students									
General expectations for students will be to be in the correct uniform and on time for class. They will try their best to focus during activities and put in physical effort during the class.									
The normal class will begin with a warm up and then running outside for 2km, 3 laps around the school track. If the weather is raining, then it will be training indoors. The second and main section of class will be practicing and learning a sport. The student is expected to try their best and remain focused during class.									
For the first 7 classes we will focus on indoor bouldering. This will take place in the bouldering room on campus. Students must take the safety of the bouldering room seriously, and also have fortitude in climbing.									
For the next 8 classes we will be focus on Badminton. Students will be expected to treat others in a safe manner and no rough play.									
【Required Materials (textbooks, reference books, reserved books)】									
Sports Uniform, Indoor sports shoes, Outdoor sports shoes, Notebook.									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Willingness to work together as a team for team sports. A drive to push oneself physically for personal bests. Ability to Understand instructions in English.									
No.	Program Objectives	Target Abilities for Students							
①	d	Students will be able to work together in team sports							
②	f	Students will be able to push themselves physically and set a role model for others							
③	i	Students will be able to acknowledge failure in practice and learn fortitude							
④	i	Students will learn about training their body correctly							
⑤	c	Students will have confidence in their abilities and in interacting with other students							
⑥	d	Students will learn the enjoyment of sport to live a balanced life							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Rep orts	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	12	0	50	0	25	13	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	12	0	0	0	0	0	12
	Ability to think, reason and create	0	0	0	0	0	0	0	0
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	0	0
	Attitude and motivation for learning	0	0	0	50	0	25	13	88

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability	Evaluation Methods and Important Points
Exams	①	
	②	
	③	
	④	
	⑤	
	⑥	
Quizzes	①	The student will be required to watch an episode of Dumbbell nan kilo moteru each week and demonstrate that they have learnt something from it related to workout fitness. Keeping a log in their log book, one fact from each episode, marked out of 12 for the 12 episodes.
	②	
	③	
	④	
	⑤	
	⑥	
Report	①	
	②	
	③	
	④	
	⑤	
	⑥	
Presentation	①	Climbing: Marked out of 25. Can climb a pink climb 5/25, light blue climb 10/25, orange Climb 15/25, red climb 20/25, yellow climb 25/25 Badminton: Demonstrate understanding of the rules 2.5/25, Serving 2.5/25, Lift 2.5/25, smash 5/25, drive 2.5/25, drop 2.5/25, small 2.5/25, Side to side 2.5/25, front and back 2.5/25, corner 2.5/25
	②	
	③	
	④	
	⑤	
	⑥	
Works	①	
	②	
	③	
	④	
	⑤	
	⑥	
Portfolio	①	Running: keep a log book of your 2km times for each run. Each run time that is not logged will lose a point. Marked out of /15. Running: The fastest time will be used for your score. Boys scoring: 13-14min 5/10, 12-13min 6/10, 11-12min 7/10, 10-11min 8/10, 9-10min 9/10, 8-9min 9/10, 7-8min 10/10. Girls scoring: 15-16min 5/10, 13-14min 6/10, 13-14min 7/10, 12-13min 8/10, 11-12min 8/10, 10-11min 9/10, 9-10min 10/10 In the case of injury: Not able to run, a workout will be provided for 8/10 marks.
	②	
	③	
	④	
	⑤	
	⑥	
Others	①	Focus: the student will start off with 13/13points. A point will be removed if the student disrupts the class, harasses another student verbally, excludes another student purposefully in team games, or refuses to participate in the class activity. In some cases of bad behavior there will also be an added punishment of physical exercises to complete or talking to the student dean
	②	
	③	
	④	
	⑤	
	⑥	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
The Ideal student will be able to run 2km in under 10min (8 minutes for boys), keep a log of all running times, climb a yellow graded climb in the bouldering wall, not only perform all badminton strikes but also be able to move their opponent around the court. The student will also have to remain focused during activities and actively encourage the students around them to do the same.	The passing student will be able to run 2km in under 16minutes (14 minutes for boys), keep a log of all running times, climb an orange graded climb in the bouldering wall, demonstrate an understanding of badminton rules, be able to perform all basic hits in badminton. The student will also have to avoid bad behavior and participate in each class.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Introduction Syllabus explanation Running 2km – show course and first try Weights room explanation	Lecture and active learning	Read the Syllabus Log run time	30
2 /	Continued introduction Running – 2km Climbing – safety and rules	Lecture and active learning	Log run time Dumbbell nan kilo ep 1 review	10
3 /	Running 2km Climbing – footwork	Lecture and active learning	Log run time Dumbbell nan kilo ep 2 review	10
4 /	Running 2km Climbing – handhold types and body position	Lecture and active learning	Log run time Dumbbell nan kilo ep 3 review	10
5 /	Running 2km Climbing – working on challenges	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 4 Review	10
6 /	Running 2km Climbing – working on challenges	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 5 review	10
7 /	Running 2km Climbing – final demonstration of challenges	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 7 review	10
8 /	Running 2km Badminton – how to set up/pack up gym, court explanation, racket grip	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 8 review	10
9 /	Running 2km Badminton – serving, lift, drive	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 9 review	10
10 /	Running 2km Badminton – movement	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 10 review	10

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Running 2km Badminton – drills, side to side, double games	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 11 review	10
12 /	Running 2km Badminton – drills, back and forward, double games	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 12 review	10
13 /	Running 2km Badminton – drills, 4 corners, doubles games	Lecture and Active Learning	Log run time Dumbbell nan kilo ep 12 review	10
14 /	Running 2km Badminton – drills, doubles games	Lecture and Active Learning	Log run time	10
15 /	Running 2km – final. Badminton – drills, doubles games	Lecture and Active Learning	Log run time	15

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S General Required		Health and Physical Education IB		1	506900	Second	Exercises / Practice / FS		
TargetGrade	Instructor		Office	E-mail Address		Office Hours			
1	TAKIMOTO Akihiro, CADZOW Philip		101. Gym			Fri. 16:30-17:30			
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Training		Improve body health and strength with bodyweight exercise						
2	Volleyball		The student will Learn Volleyball and working as a team						
3	Soccer		Develop soccer skills and communicate as a team						
4	Focus								
5									
Course Description and Expectations for Students									
General expectations for students will be to be in the correct uniform and on time for class. They will try their best to focus during activities and put in physical effort during the class.									
The normal class will begin with a training session. The second section of class will be practicing and learning a sport. The student is expected to try their best and remain focused during class.									
For the first 8 classes we will focus on volleyball. Students are expected to concentrate during drills and work well with other students.									
For the next 7 classes we will be focus on soccer. Students will be expected to treat others in a safe manner, and no rough play.									
【Required Materials (textbooks, reference books, reserved books)】 Sports Uniform, Indoor sports shoes, Notebook.									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Willingness to work together as a team for team sports. A drive to push oneself physically for personal bests. Ability to Understand instructions in English.									
No.	Program Objectives	Target Abilities for Students							
①	d	Students will be able to work together in team sports.							
②	f	Students will be able to push themselves physically and set a role model for others.							
③	i	Students will be able to acknowledge failure in practice and learn fortitude.							
④	i	Students will learn about training their body correctly.							
⑤	c	Students will have confidence in their abilities and in interacting with other students.							
⑥	b	Students will learn the enjoyment of sport to live a balanced life.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Rep orts	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	0	60	0	15	25	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	0	0	0	0	0	0
	Ability to think, reason and create	0	0	0	0	0	0	0	0
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	0	0	0
	Attitude and motivation for learning	0	0	0	60	0	15	25	100

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	Volleyball: Marked on knowledge of rules, skills such as setting, serving, communicating with team members, and digging. Marked out of 30 Soccer: Marked on understanding of rules, skills such as dribbling using different feet, passing, defense, offence, team work, and control of the ball. Scored out of 30
	②		
	③	✓	
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		Training: keep a log of how each training session went, marked out of 15, one for each workout.
	②	✓	
	③		
	④		
	⑤		
	⑥		
Others	①		Focus: the student will start off with 25/25points. A point will be removed if the student disrupts the class, harasses another student verbally, excludes another student purposefully in team games, or refuses to participate in the class activity. In some cases of bad behavior there will also be an added punishment of physical exercises to complete or talking to the student dean
	②	✓	
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
The Ideal student will keep a log of the training with an evaluation of how they felt and how it went. They will also be able to demonstrate basic skills in Volleyball and soccer. They will also be able to demonstrate good teamwork and understanding of tactics The student will also have to avoid bad behavior and participate in each class.	The passing student will keep a log of the training with a short evaluation of how they felt and how it went. They will also be able to demonstrate basic skills in Volleyball and soccer. The student will also have to avoid bad behavior and participate in each class.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments) (Preview and Review)	Time (minutes)
1 /	Syllabus explanation Training – explanation Volleyball – setting up the nets, serving	Lecture and active learning	Log training	10
2 /	Training Volleyball – Serving, passing	Lecture and active learning	Log training	10
3 /	Training Volleyball – Serving, passing, game rules	Lecture and active learning	Log training	10
4 /	Training Volleyball – drills, overhand serve, receiving	Lecture and active learning	Log training	10
5 /	Training Volleyball – drills, games	Lecture and Active Learning	Log training	10
6 /	Training Volleyball – drills, games	Lecture and Active Learning	Log training	10
7 /	Training Volleyball – drills, games	Lecture and Active Learning	Log training	10
8 /	Training Volleyball – drills, final demonstration of skills	Lecture and Active Learning	Log training	10
9 /	Training Soccer – dribbling, passing	Lecture and Active Learning	Log training	10
10 /	Training Soccer – Dribbling, passing, ball control	Lecture and Active Learning	Log training	10

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Training Soccer – drills, games	Lecture and Active Learning	Log training	10
12 /	Training Soccer – drills, games	Lecture and Active Learning	Log training	10
13 /	Training Soccer – drills, games	Lecture and Active Learning	Log training	10
14 /	Training Soccer – drills, games	Lecture and Active Learning	Log training	10
15 /	Training Soccer – final demonstration of skills	Lecture and Active Learning	Log training	15

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 選択		ビジュアルアーツⅠ		1	507400	後学期	実験・実習／履修		
対象学年	担当教員名		居室	電子メール I D		オフィスアワー			
1年	小高 有普		101.201			月曜 16:30-17:30			
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	感じる力		美術、工芸、デザインなどに触れ、芸術分野の知識を深めるとともに感性を高め、芸術による活動を通し、発想力・表現力を養う。手で考えるプロセスによる新たな気づきは、更なる創造性を喚起し、思考の深化の展開を図る。多くの視点からモノ・コトを観察し、組み合わせることで思考バランス感覚の優れた創造性豊かな表現ができることを目標とする。2次元～3次元のビジュアル表現手法による具現化を通して、手で考える基礎的な姿勢を学ぶ。						
2	発想								
3	デザインプロセス								
4									
5									
授業の概要および学習上の助言									
①観察 発想力を高めるために広い視野でものごとを見ることを理解する。									
②モデルの作成 正確なモデル作成のための姿勢とスキルを目指す。									
③機能と構造 目的にあった機能を決定し、その機能を満たすための構造が形態に反映されることを理解する。									
④活用訓練 他者が求めるニーズを探り、機能に変換する。工作スキルを用いてモデルによる提示・伝達訓練を行う。 また、初期発想モデルを用い、他者の要求に対応しているか確認した後、新たな気づきを改良モデルに反映する。									
【教科書および参考書・リザーブドブック】									
教科書：									
参考書：									
リザーブドブック：									
履修に必要な予備知識や技能									
各自の発想とそれを表現したモデルにより、評価をする。 発想、モデル作成方法など、迷いや不明な点は授業中に質問し解決する。 すべての課題を提出期限に間に合うように必ず提出すること。提出期限を守れなかった場合は減点となる。									
No.	教育目標(DP) (記号表記)		学生が達成すべき行動目標						
①	g		ペーパーモデルを正確に作るための工夫ができる						
②	g		重要な問題点を見つけ出し、価値ある解決策（アイデア）へと変換できる						
③	f		アイデアを形に具現化することができる						
④	g		他者と協働しアイデアを発展させることができる						
⑤	g		様々な角度からものごとを観察し発想することができる						
⑥	d, f, g		「考える」ことや「伝える」には視覚的表現を利用することが重要であることを理解できる。						
達 成 度 評 価									
評価方法		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
指標と評価割合		0	0	30	30	30	10	0	100
総合力指標	知識を取り込む力	0	0	10	5	0	0	0	15
	思考・推論・創造する力	0	0	5	10	10	0	0	25
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	0	0	0	20	15	0	0	35
	学習に取組む姿勢・意欲	0	0	5	5	5	10	0	25

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①		
	②		
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①		
	②		
	③		
	④		
	⑤		
	⑥		
レポート	①	レ	基礎課題を評価 対象：1 週～7 週の課題
	②	レ	
	③	レ	
	④		
	⑤	レ	
	⑥		
成果発表 (口頭・実技)	①	レ	モデルを用いたアイデアの具体化を評価 対象：8 週～11 週の課題
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥		
作品	①	レ	改良モデルとアイデア展開を評価 対象：12 週～15 週の課題
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥		
ポートフォリオ	①		創造的活動に対する取り組み姿勢を評価 対象：15 週の学習レポート
	②		
	③		
	④		
	⑤		
	⑥	レ	
その他	①		
	②		
	③		
	④		
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
①表現力：正確にモデルを作る事ができる ②着想：様々な角度から観察し、ユーザーが抱える問題点から吟味した後に、価値あるアイデアを発想できる ③応用力：機能と構造が融合し、アイデアを形に具現化することができる ④総合力：コンセプトシートとモデルを用いアイデアを正確に伝える事ができ、更には価値あるアイデア変換へ発展させることができる	①表現力：モデルを作る事ができる ②着想：ユーザーが抱える問題点を理解し、アイデアを発想できる ③応用力：アイデアを形に具現化することができる ④総合力：コンセプトシートとモデルを用いアイデアを伝える事ができ、他者と協働しアイデアを発展させることができる

授業明細表

C L I P 学習プロセスについて

一般に、授業あるいは課外での学習では：「知識などを取り込む」→「知識などをいろいろな角度から、場合によってはチーム活動として、考え、推論し、創造する」→「修得した内容を表現、発表、伝達する」→「総合的に評価を受ける、Good Work!」：のようなプロセス（一部あるいは全体）を繰り返し行いながら、応用力のある知識やスキルを身につけていくことが重要です。このような学習プロセスを大事に行ってください。
 ※学習課題の時間欄には、指定された学習課題に要する標準的な時間を記載してあります。学修単位科目については、各授業に応じた時間（例えば2単位科目の場合、予習・復習で200分／週）を取るよう努めてください。詳しくは教員の指導に従ってください。

回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	ガイダンス 授業の目的と目標を理解する 観察 視点を変えてモノを見ることを知る	講義 観察と写真撮影	予習： 復習：作業遅延分の実施	20
2 ／	観察 視点を変えてモノを見ることを知る 観察をまとめ、合評を行う	講義 写真のまとめ	予習：制作計画のチェック 復習：作業遅延分の実施	30
3 ／	構造デザイナー基礎① 基礎的なモデルの作成（立方体）	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
4 ／	構造デザイナー基礎① 基礎的なモデルの作成（立方体）	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
5 ／	構造デザイナー基礎① 基礎的なモデルの作成（立方体）	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
6 ／	構造デザイナー基礎② アイデアを形に具現化する（ホールド構造）	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
7 ／	構造デザイナー基礎② アイデアを形に具現化する（ホールド構造）	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
8 ／	コミュニケーションデザイン インタビューを通して情報を収集し、アイデア展開に活かす テーマに添った構造アイデアを図で表現	講義 インタビュー、アイデア出し	予習：制作計画のチェック 復習：作業遅延分の実施	30
9 ／	構造デザイナー応用① アイデアを形に具現化する	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
10 ／	構造デザイナー応用① アイデアを形に具現化する	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30

授業明細表

CLIP学習プロセスについて

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	構造デザインー応用① アイデアを形に具現化する	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
12 ／	構造デザインー応用② プロトタイプ作成によるアイデア検証 個々のモデルを評価し合い改善案を見出す	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
13 ／	構造デザインー応用② アドバイスを活かして改善モデルを作成	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
14 ／	構造デザインー応用② アドバイスを活かして改善モデルを作成	講義 モデル制作	予習：制作計画のチェック 復習：作業遅延分の実施	30
15 ／	成果発表 自分の考えを相手に正確に伝え主張する 自己点検・自己評価	プレゼンテーション 自己点検	予習：発表準備	20
16 ／				
17 ／				
18 ／				
19 ／				
20 ／				

令和2年度 学習支援計画書

「担当教員名」欄の＊＝実務経験のある教員

授業科目区分		科 目 名		単 位	科目コード	開講時期	授 業 形 態		
国際理工学科 一般科目 選択		パフォーミングアーツ I		1	507600	後学期	実験・実習 / 履修		
対象学年	担当教員名		居室	電子メール I D			オフィスアワー		
1年	魚住 知子		101.201				授業時予約		
授 業 科 目 の 学 習 教 育 目 標									
キーワード			学習教育目標						
1	表現力		グローバル化が活発化する現代、異文化の人々と協働するには、様々な形の表現力が必要となってくる。学生はこの授業で身につける表現力を将来のコミュニケーションに活かすことができるようになる。また、表現力を身につけるため、正しい歌唱やその他のパフォーマンスを人前で恥ずかしがらずに披露できるようにしていく。						
2	独創性								
3	歌唱								
4	鑑賞								
5	パフォーマンス								
授業の概要および学習上の助言									
毎授業で、学生は豊かな表現力を身につけるため、歌唱、ヒューマンビートボックス、プロのピアニストとのデュオなどを体験し学んでいくことになる。また、発声法、呼吸法、姿勢、振り付けなどの要素も学ぶことになる。人前でパフォーマンスすることは勇気のいることであるが、クラスを一つのコミュニティとしてとらえ、その仲間たちの前で恥ずかしがらずにパフォーマンスすることに挑戦する。クラスメイトのパフォーマンスを鑑賞する際は、敬意を持つことを心掛け、互いに安心できる環境になるよう心掛けることが大切である。批評家の前ではなく、ファンの前でパフォーマンスしている気持ちになることが大切である。									
【教科書および参考書・リザーブドブック】									
教科書：									
参考書：									
リザーブドブック：									
履修に必要な予備知識や技能									
プロのパフォーマンス、例えばミュージシャン、ダンサー、バラエティ番組の進行役などを、テレビで見ておくことが授業を受けることに大きく役立つ。人前で表現できる各自の得意分野について考えてみる。									
No.	教育目標 (DP) (記号表記)	学生が達成すべき行動目標							
①	f	正しい発声法を身につけ、歌唱できるようになる。							
②	e	人前で恥ずかしがらずにパフォーマンスできるようになる。							
③	i	人前でパフォーマンスする際の表現力を工夫することができるようになる。							
④	d	クラスメイトのパフォーマンスを敬意をもって鑑賞する態度を養うことができるようになる。							
⑤									
⑥									
達 成 度 評 価									
評価方法		試 験	クイズ 小テスト	レポート	成果発表 口頭・実技	作 品	ポートフォリオ	その他	合 計
指標と評価割合									
総合評価割合		0	0	0	50	0	0	50	100
総合力指標	知識を取り込む力	0	0	0	0	0	0	0	0
	思考・推論・創造する力	0	0	0	0	0	0	0	0
	コラボレーションとリーダーシップ	0	0	0	0	0	0	0	0
	発表・表現・伝達する力	0	0	0	30	0	0	35	65
	学習に取組む姿勢・意欲	0	0	0	20	0	0	15	35

※総合力指標で示す数値内訳は、授業運営上のおおよその目安を示したものです。

評価の要点

評価方法	行動目標		評価の実施方法と注意点
試験	①		
	②		
	③		
	④		
	⑤		
	⑥		
クイズ 小テスト	①		
	②		
	③		
	④		
	⑤		
	⑥		
レポート	①		
	②		
	③		
	④		
	⑤		
	⑥		
成果発表 (口頭・実技)	①	レ	30%: 授業最終日に行われる発表会で、各自が準備し練習してきた発表内容の態度、表現力、技術そして伝達力を評価する。 20%: 授業最終日に行われる発表会に取り組む姿勢と意欲、努力およびそれぞれの工夫を評価する。
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
作品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①		
	②		
	③		
	④		
	⑤		
	⑥		
その他	①	レ	35%: 各授業で学習したパフォーマンスを、一人ずつ発表することになるが、その際の発表態度、表現力そして伝達する力を評価する。 15%: 各授業で学習したパフォーマンスを一人ずつ発表することになるが、その際に取り組む姿勢、意欲を評価する。
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		

具体的な達成の目安

理想的な達成レベルの目安	標準的な達成レベルの目安
各授業での課題のパフォーマンスで、恥ずかしがらずに堂々とクラスの見本となるパフォーマンスを行うことができる。	各授業での課題のパフォーマンスを人前で行うことにとにかく挑戦することができる。
最後の授業での発表会に、クラス中の大きな驚きと称賛の声を得るパフォーマンスを披露することができる。	最後の授業での発表会のために、できる限りの努力を行い、とにかく自己表現を用いて人前でパフォーマンスすることに挑戦することができる。

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
1 ／	パフォーミング理解 発声練習 歌唱に挑戦 Tennessee Waltz	講義、発声、歌唱	パフォーミングアーツについて理解する	15
2 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 Tennessee Waltz	練習、歌唱、鑑賞	次回の課題曲を聴く Tennessee Waltzを歌う	30
3 ／	発声練習 歌唱に挑戦 Unchain My Heart	発声、歌唱	発声練習を行う	15
4 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞	練習、歌唱、鑑賞	次回の課題曲を聴く Unchain My Heartを歌う	30
5 ／	発声練習 歌唱に挑戦 Stand by Me	発声、歌唱、鑑賞	発声練習を行う	15
6 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 Stand by Me	練習、歌唱、鑑賞	Stand by Me を歌う	15
7 ／	ヒューマンビートボックス理解 ヒューマンビートボックス鑑賞	講義、鑑賞	ヒューマンビートボックスについて理解する	15
8 ／	ヒューマンビートボックスの練習 ヒューマンビートボックスの発表 ヒューマンビートボックスの鑑賞	練習、実演、鑑賞	次回の課題曲を聴く ヒューマンビートボックスの実演をする	30
9 ／	発声練習 歌唱に挑戦 Can't Take My Eyes Off You	発声、歌唱	発声練習を行う	15
10 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 Can't Take My Eyes Off You	練習、歌唱、鑑賞	Can't Take My Eyes Off You を歌う	15

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回数 日付	学習内容	授業の運営方法	学習課題(予習・復習)	時間(分)
11 ／	ピアノ演奏理解 ピアノ演奏鑑賞	講義、鑑賞	ピアニストについて理解する	15
12 ／	練習の課題曲をピアニストとデュオ練習 デュオ発表 ピアニストとのデュオ鑑賞	練習、実演、鑑賞	次回の課題曲を聴く	15
13 ／	発声練習 歌唱に挑戦 I Love You	発声、歌唱	発声練習を行う	15
14 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 I Love You	練習、発表、鑑賞	パフォーマンス発表の準備と練習 I Love Youを歌う	120
15 ／	パフォーマンス発表 パフォーマンス鑑賞	発表、鑑賞	クラスメイトと互いの発表について話す	15

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept. S Specialized Required		Engineering Design IA		2	507800	First	Experiment/Practice FS		
Target Grade	Instructor			Office	E-mail Address		Office Hours		
1	MATSUSHITA, Omihito/OGAWA, Hayato/ TAN,Kah Keng / KUSHIMA, Yasuhiro			101.201			Mon – Fri 4:30 - 5:30 pm		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Project-based learning			In this class, the students will work on project-based learning activities for finding problems and creating solutions in their daily life and environment. The student groups will practice the design process and methods in their projects. They will also learn basic knowledge and methods to make quick prototypes of their ideas as well. Through making ideas into shapes and sharing them with others, the students will enjoy value creation.					
2	Finding problems								
3	Creating solutions								
4	Quick prototypes								
5	Value Creation								
Course Description and Expectations for Students									
The class consists of the following phases: Phase 1: Understanding the design process. Phase 2: Introduction to prototyping tools and methods. Phase 3: Individual and group projects for problem solving activities: Research, Define, Ideate, Create, and Evaluate. Advice on taking this class - Act with appropriate manners and behaviors as important aspects of conducting research. - Submit assignments on time. - Understand that this project is not a sequential process, rather it is a process of going back and forth by trials and errors. - Participate in class work autonomously. Don't afraid to challenge yourself and feel free to ask questions. - There will be no exam in this class. - The class is conducted 2 sessions in a row. - Check Manaba often and download all files needed for the lessons.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks: None Reference books: None Reserved books: None									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
No	Program Objectives	Target Abilities for Students							
①	a, g	Students will be able to understand the design process to create products and services.							
②	a, g	Students will be able to work based on the design thinking mindsets.							
③	a, f	Students will be able to make tangible prototyping forms and convey their main ideas using them.							
④	d, e, g	Students will be able to generate ideas with teams.							
⑤	h	Students will be able to collect and analyze the information, and they can define a problem.							
⑥	I	Students will be able to show their attitude to reflect on their own work objectively.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	15	30	50	5	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	1	5	15	1	0	22
	Ability to think, reason and create	0	0	1	5	15	1	0	22
	Collaboration and leadership	0	0	10	10	5	1	0	26
	Announcement / Expression / Communication	0	0	2	10	15	1	0	28
	Attitude and motivation for learning	0	0	1	0	0	1	0	2

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	✓	Reports will include group reports and individual reflections about the projects and own personal learning experience. The format of the report will be announced by the instructors.
	②	✓	
	③		
	④		
	⑤	✓	
	⑥	✓	
Presentation	①		Students will give oral progress and final reports of their projects. The format of the presentation will be announced by instructors, such as slides, poster, and/or any other styles. Teachers will grade on presentation content and presentation etiquette. Rubric will be provided as a group and individually.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Works	①		The format of works can be physical prototypes of solutions, as well as concept diagrams, sketches, and other styles of visual aids. The format will be announced by the instructors, and rubric will be provided as a group and individually.
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	✓	Students will enter weekly portfolio self-reflection in Manaba.
	②		
	③		
	④		
	⑤		
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
- Student can define an appropriate problem statement logically based on their research data. - Student can propose creative, feasible, and appropriate solutions. - Students can make meaningful and effective prototypes of their solutions. - Students can effectively work together with the team for a project.	- Student can define a problem statement based on their research data. - Student can propose appropriate solutions. - Students can make tangible prototypes of their solutions. - Students can work together with the team for a project.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	- Class Guidance - Introduction to CDIO contexts and Design Thinking mindsets	Lecture and group work	Prepare as instructed	
2 /	Design Process - Mini design project work Individual Design Project theme introduction	Lecture and pair work	Finish class assignments and reflection	20
3 /	Idea Sketching - Expressing ideas visually - Materials and Specifications	Lecture and individual /group work	Prepare as instructed	15
4 /		Lecture and individual /group work	Finish class assignments and reflection	20
5 /	Rapid Prototyping Tools - Understand the basic functions of design software	Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Prepare as instructed	15
6 /	- Create digital data for digital fabrication tools: Laser Cutting & 3D printing - Understand the basic use of machine tools - Understand the effectiveness and risk of machining	Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Finish class assignments and reflection	20
7 /		Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Prepare as instructed	15
8 /		Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Finish class assignments and reflection	20
9 /		Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Prepare as instructed	15
10 /		Lecture. Individual hands-on lessons to create digital data for fabrication and lessons for machining.	Finish class assignments and reflection	20

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Individual Design Work Presentation	- Lecture - User interviews and observation	Prepare as instructed	15
12 /	Project Theme Introduction - Understand the theme of the project and the goal	- Lecture - User interviews and observation	Finish class assignments and reflection	20
13 /	Team and Time Management Introduction			
13 /	Research and Analysis - Conduct a user research to define a problem	- User interviews and observation	Prepare as instructed	15
14 /	Copyright and Citation Review	Lecture and group discussion	Finish class assignments and reflection	20
15 /	Analysis and Idea Generation - Target user portfolio - Define a problem statement and generate multiple ideas as solutions	Lecture and group discussion	Prepare as instructed	15
16 /	- Set criteria for idea selection	Lecture and group discussion	Finish class assignments and reflection	20
17 /	Idea Selection - Select the best idea based on the criteria - Get user feedback	Lecture and group discussion	Prepare as instructed	15
18 /		Lecture and group discussion	Finish class assignments and reflection	20
19 /	User Research Report and Prototype Plan - User feedback on ideas - Prototype plan - Idea sketches	Lecture and group discussion	Prepare as instructed	15
20 /		- Lecture and group discussion - Make a progress report	Finish class assignments and reflection	20

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Prototyping - Make ideas tangible forms as prototype Tech drawing Materials Specification Budget	Lecture and group work	Prepare as instructed	15
22 /		Lecture and group work	Finish class assignments and reflection	20
23 /		Lecture and group work	Prepare as instructed	15
24 /		Lecture and group work	Finish class assignments and reflection	20
25 /		Lecture and group work	Prepare as instructed	15
26 /	Final Feedback Session - Present ideas to solve a problem - Demonstrate how their prototypes work	Make progress report presentation	Finish class assignments and reflection	20
27 /	Prototype Iteration - Reflect on feedback for iteration	Lecture and group work	Prepare as instructed	15
28 /	Final Presentation criteria	Lecture and group work	Finish class assignments and reflection	20
29 /	Final Presentation and Reflection: - Present how their refined ideas and prototypes solve a problem - Self-reflection and realizing the outcome of the activity from the portfolio entries	Presentation	Prepare for the presentation	60
30 /		Self-Reflection	Finish class assignments and reflection	

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S Specialized Required		Engineering Design I B		2	507900	Second	Experiment／Practice ／FS	
Target Grade	Instructor		Office	E-mail Address			Office Hours	
1	OGAWA, Hayato, TAN, Kah Keng, KUSHIMA, Yasuhiro, WOHLFARTH, Brandon, MATSUSHITA, Omihito		101.201				16:30 to 17:30 (Week day)	
Course Objectives								
Keywords			Learning Objectives of the Course					
1	Project management		In this class Students learn project management methods while making robots using the biomimetic concepts. Students will be evaluated by the class participation, assignments, presentations, and portfolio. You need to submit all the assignment. There will be penalty points if you are late submitting your assignments. The class is conducted 2 sessions in a row.					
2	Biomimetics							
3	Control robot							
4	Problem finding and solving							
5								
Course Description and Expectations for Students								
Proper production process needs to be practiced to realize ideas. In this class Students learn project management methods while making robots using the biomimetic concepts. After understanding quality, cost, and meeting delivery time, students will experience an engineering design process: generate ideas, develop specifications, have design review, make prototypes, evaluate, make, based on requirement. Through this process, students will have an overview of programming for robot controls and latest biomimetics.								
【Required Materials (textbooks, reference books, reserved books)】								
Textbooks:								
Reference books:								
Reserved books:								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Courses: Engineering Design I A, Engineering Context I A&B								
No.	Program Objectives	Target Abilities for Students						
①	a,h,i	The students will be able to understand biomimetics and its application to robot production.						
②	a,h,i	The students will be able to make basic program to control robots.						
③	c,g,h	The students will be able to make project plan based on quality, cost, and delivery time.						
④	b,c,d	The students will be able to implement a production project with team using proper management methods.						
⑤	b,g,h	The students will be able to create ideas realizing required spec. and practice design review with team.						
⑥	a,h,i	The students will be able to show their attitude to reflect on their own work objectively.						
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		0	0	0	30	60	10	0
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	0	10	20	5	0
	Ability to think, reason and create	0	0	0	0	10	0	0
	Collaboration and leadership	0	0	0	20	0	0	0
	Announcement / Expression / Communication	0	0	0	0	10	0	0
	Attitude and motivation for learning	0	0	0	0	20	5	0

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①	✓	This grade is for the final presentation from students to teacher. Teacher will grade on presentation content, presentation Etiquette, Rubric will be provided as a group and individually. Also, the final gallery walk or poster presentation format will be included in the grade.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Works	①	✓	This will be assignments given out to you through the term that will be handed out graded on quality of completion and amount of data gathered toward your project.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Portfolio	①	✓	This grade reflects your work on Manaba properly uploading data to the portfolio portion of manaba website and completing all reflections.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Finishing work during class time, helping other team members or other teams in progressing work. Sharing new insights and knowledge to class and teachers. Having a good line of communication with facilitators and teachers.	The class is evaluated by the class participation, assignments, presentations, and portfolio. You need to submit all the assignment. There will be penalty points if you are late submitting your assignments. The class is conducted 2 sessions in a row.

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Engineering Literacy (Bio-Mimetics) 1	Understand the technology applied into life and society themed Biomimetics	Prepare as instructed	15
2 /	Engineering Literacy (Bio-Mimetics) 2	Learning from examples.	Finish class assignments and reflection	15
3 /	Robot controls 1	Introduction to Lego EV3	Preparation based on previous class instructions	20
4 /	Robot controls 2	Understand functions of sensors and control loops using motors	Finish class assignments and reflection	15
5 /	Robot controls 3	Make an original robot using basic functions and sensors.	Research necessary fields for the subject	20
6 /	Robot controls 4	Wrap up of all task and assignments associated with Lego robot building	Finish class assignments and reflection	20
7 /	Project Management 1	Lecture on quality, cost, adherence to delivery date, and project management method	Read and review handouts	15
8 /	Project Management 2	Understand quality, cost, delivery time, and project management methods	Review project management material	30
9 /	Project kick off, 1	Lecture on how to read requirements specification and execution of implementation plan phase	Prepare as instructed	20
10 /	Required specifications	Understand given required specifications. Make a project plan and kick off after a review.	Finish class assignments and reflection	15

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Research and Ideas generation 1	Properly documenting ideas and coming up with a design concept Discuss the validity and feasibility of the design concept	Prepare as instructed Project plan due	60
12 /	Research and Ideas generation 2	Generate ideas to realize required specifications, make concept design, and conduct design review.	Finish class assignments and reflection	30
13 /	Make specifications 1	Discussion on design specifications and test specifications	Prepare as instructed	15
14 /	Make specifications 2	Plan implementation specification and evaluation based on concept design.	Finish class assignments and reflection	30
15 /	Design review 1	Design review of Implementation and evaluation Specification	Prepare as instructed	15
16 /	Design review 2	Design review and feedback on implementation specification and test specifications	Finish class assignments and reflection	30
17 /	Prototype 1	Make prototypes based on the implementation specifications and its plan	Prepare as instructed	15
18 /	Prototype 2	Make a prototype of your idea and work with program or interface.	Finish class assignments and reflection	15
19 /	Prototype 3	Continuation on making the prototype realistic and useable.	Prepare as instructed	15
20 /	Prototype 4	Continuation on making the prototype realistic and useable.	Finish class assignments and reflection	30

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 /	Prototype 5	Continuation on making the prototype realistic and useable.	Prepare as instructed	15
22 /	Prototype 6	Continuation on making the prototype realistic and useable.	Finish class assignments and reflection	30
23 /	Evaluation 1	Evaluate prototypes based on evaluation specifications and conduct design review using the result.	Prepare as instructed	15
24 /	Evaluation 2	Decide on necessary space, placement, use, etc. with team. Present your prototype.	Finish class assignments and reflection	30
25 /	Production 1	Make a product based on the result of design review.	Prepare as instructed	20
26 /	Production 2	Split up the workload properly amongst the team mates.	Finish class assignments and reflection	30
27 /	Production 3	Programming and physical building can be worked on in parallel	Prepare as instructed	20
28 /	Production 4	Finishing and construction of final product.	Finish class assignments and reflection	30
29 /	Project completion and evaluation	Design review of robots for quality, cost, and delivery time and evaluate.	Present the final product and evaluate with project plan	30
30 /	Self-Reflection	Realizing your outcome of the activity from the portfolio entries	Reflecting on self-growth, any different routes or options you would have taken if opportunity is provided.	30

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept.S Specialized Required		Engineering Context I A		1	508700	First	Lecture/FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	KODAKA Arihiro, MATSUSHITA Omihito, TAN Kah Kegn, TAYLOR James		101.201				Monday-Friday 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Engineering Ethics		- Think and act by themselves through ethical behavioral norms. - Act based on the various influences that science and technology has on society - Understand how to see things and how to draw correctly. - Draw in freehand from an engineer’s point of view. - Convey the best idea through discussion with others.						
2	Ethical Code of Conduct								
3	Influence of Science and Technology								
4	Communication Drawing								
5									
Course Description and Expectations for Students									
Global innovators need to understand the situation and background of users. They must also be able to judge and predict what kind of services are required and provide the services in an appropriate manner. In this course, students will learn about current technology trends and the importance of an ethical code of conduct for engineers with a focus on influencing society, nature and technology ethically. Also, students will learn communication drawing skills that will help them convey their ideas when exchanging thoughts and opinions about their learning and experiences. After learning the basic communication drawing skills, students will have activities to generate ideas with added values to solve a problem.									
Advice on taking this course:									
•Submit all the assignments on time. There will be penalty points if you are late to submit your assignments. •Enter a portfolio entry for self-reflection in Manaba. •The grades are based on the basic drawing exercise, presentation, report, and portfolio. •There will be no final exam in this class.									
【Required Materials (textbooks, reference books, reserved books)】									
Textbooks:									
Reference books:									
Reserved books: Idea Drawing 2 nd Edition.									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
No.	Program Objectives	Target Abilities for Students							
①	b	Students will be able to understand the importance of thinking and acting by themselves through learning of ethical behavioral norms required of engineers.							
②	h	Students will be able to understand the importance of having insight into the various influences that science and technology has on society.							
③	f	Students will be able to understand how to see things and how to draw correctly.							
④	g	Students will be able to draw in freehand from an engineer’s point of view.							
⑤	f	Students will be able to show and tell the best idea through discussion with others.							
⑥	i	Students will be able to show their attitude to reflect on their own work objectively.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage									
Total Percentage		0	35	20	35	0	5	5	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	15	10	10	0	0	0	35
	Ability to think, reason and create	0	10	0	10	0	0	0	20
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	10	10	15	0	0	0	35
	Attitude and motivation for learning	0	0	0	0	0	5	5	10

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Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①	✓	Checking the understanding of documentation styles and copyright issues. (10%) Evaluating the basic skills of drawing from Week 5 to 10. (25%)
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥		
Report	①	✓	Submission of recent/emerging technology report. (5 %) Expression of an idea through drawing: Week 11. (15 %)
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥		
Presentation	①	✓	Make a slide presentation about ethics in Science and Technology. (10 %) Expression of an idea through drawing: Week 13 to 14. (25 %)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		Self-reflection entry in Manaba.
	②		
	③		
	④		
	⑤		
	⑥	✓	
Others	①		Efforts to research, present, and learn the skills and knowledge (ethics, technology trend, drawing). Managing the drawing works from Week 1 to 14. There will be penalty points if you are late to submit your assignments.
	②		
	③		
	④		
	⑤		
	⑥	✓	

Specific Achievement Criteria

Description of Ideal Achievement		Description of Standard Achievement	
1)	Students can show deeper consideration to the ethical behavioral norms.	1)	Students can show consideration to the ethical behavioral norms.
2)	Knowledge and skills: Students can understand the drawing knowledge and draw in freehand using simple lines.	2)	Knowledge and skills: Students can understand the drawing knowledge and draw in freehand.
3)	Application: Students can express ideas by drawing using compound shapes and their functions.	3)	Application: Students can express ideas by drawing using simple shapes and functions.
4)	Communication: Students can express tangible and intangible ideas to anyone by drawing.	4)	Communication: Students can express tangible and intangible ideas to people who have background knowledge and interests by drawing.
5)	Collective capabilities: Students can express ideas generated by themselves or others using simple drawing and develop the ideas utilizing the drawing.	5)	Collective capabilities: Students can express ideas and advice made by themselves or others using drawing. They can add supplementary information to develop ideas to some extent by drawing.

Course schedule

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No. Date	Class Content	Method	Assignments (10pt) (Preview and Review)	Time (minutes)
1 /	Guidance Ethics in general Documentation and copyright Presentation topics about ethics in science and technology	Lecture and exercise	Finish class assignments and reflection	30
2 /	Ethics in Technology	Lecture and research	Prepare as instructed. Finish class assignments and reflection	30
3 /	Ethics in business Technology research report: Emerging and recent technology	Lecture and research	Prepare as instructed. Finish class assignments and reflection	30
4 /	Presentation Ethics in science and technology	Presentation	Prepare as instructed. Finish class assignments and reflection	60
5 /	Understand the visualization of ideas in freehand and its effectiveness Basic drawing exercise: Drawing conditions that make communication happen Basics Drawing 1: Perspective projection	Guidance and Lecture Exercise	Prepare as instructed. Finish class assignments	20
6 /	Basics of Drawing 2: Consider the positional relationship between an observer and an object	Lecture and exercise	Prepare as instructed. Finish class assignments	20
7 /	Basics of Drawing 3: Learn the regularity of shapes when changing the view points.	Lecture and exercise	Prepare as instructed. Finish class assignments	20
8 /	Basics of Drawing 4: Understand that the basic cube has equal measurements and remember the ratio of shapes	Lecture and exercise	Prepare as instructed. Finish class assignments	20
9 /	Basics of Drawing 5: Draw a three dimensional shape which has equal measurements utilizing a cube	Lecture and exercise	Prepare as instructed. Finish class assignments	20
10 /	Basics of Drawing 6: Learn shade and shadow which determines a shape and the position of a solid object.	Lecture and exercise	Prepare as instructed. Finish class assignments	20

Course schedule

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No. Date	Class Content	Method	Assignments (10pt) (Preview and Review)	Time (minutes)
11 /	Comprehensive Learning (report) - Learn shape of general products - Understand many cuboids, which have complex outlines, consist of simple cuboids. - Think and draw complex cuboids	Lecture and exercise	- Prepare as instructed. - Finish class assignments	20
12 /	- Expression methods of a human body, phenomenon, and reaction - Learn a way to express human body simply	Lecture and exercise	- Prepare as instructed. - Finish class assignments	20
13 /	Comprehensive Learning - Think about a solution to a problem.	Group activity	- Prepare as instructed. - Finish class assignments	20
14 /	Comprehensive Learning - Create an informational diagram to convey an idea	Lecture and exercise	- Prepare as instructed. - Finish class assignments	20
15 /	Comprehensive Learning - Presentation and critique - Reflection	Presentation and reflection	- Prepare as instructed. - Finish reflection	30

2020 Syllabus

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Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept.S Specialized Required		Engineering Context 1B		1	508800	Second	Lecture FS		
Target Grade	Instructor		Office	E-mail Address		Office Hours			
1	YAMAZAKI, Shuntaro, ITO,Meguru, OGAWA, Hayato		101.201			Thu. 16:30-17:30			
Course Objectives									
Keywords			Learning Objectives of the Course						
1	Energy		Students will learn the importance of ethics based on the pros and cons of technology through classes on the technical and social backgrounds in the energy field. Students will learn how to write a report, how to think logically, and then how to debate. The students then conduct a debate on the subject of energy and acquire practical skills in the debate.						
2	Reference survey								
3	Technical report writing								
4	Logical thinking								
5	Debate								
Course Description and Expectations for Students									
In order for our students to become innovators, they need the ability to gain insight into the essence of a problem and to propose/implement appropriate solutions to it. Therefore, in this class, understanding the technical circumstances surrounding us today is key. Moreover, understanding the problems with the theme of energy and power generation born out of these circumstances in order to familiarize the students with engineering literacy. The learning of the skills to create technical reports by surveying reference on topics of energy is required. Learning logical thinking methods, debate methods with the use of sources and master practical skills.									
Advice on taking this course: •Have laptops or notebooks ready before class starts. •Check Manaba often and download all files needed for today’s lesson. •Submit assignments on time. •Be sure to study and prepare sufficiently for debate. •Enter a portfolio for self-records and review. •Feel free to ask questions during office hour.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Reference books: Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Engineering ethics and communication skills to be learned in Engineering Context IA									
No.	Program Objectives	Target Abilities for Students							
①	a,b,h,i	Students will be able to understand the technical and social background of the energy field relating electric power system.							
②	a,g,i	Students will be able to gather necessary information through reference research.							
③	f,i	Students will be able to understand the technical writing skill for clear technology reports							
④	f,i	Students will be able to understand the logical thinking method							
⑤	c,d,f	Students will be able to understand and practice in the debate method.							
⑥	i	Students will be able to record their portfolio and look back on themselves.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	50	40	0	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	10	0	0	0	0	10
	Ability to think, reason and create	0	0	30	10	0	0	0	40
	Collaboration and leadership	0	0	0	10	0	0	0	10
	Announcement / Expression / Communication	0	0	0	20	0	0	0	20
	Attitude and motivation for learning	0	0	10	0	0	10	0	20

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Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	✓	100% Evaluate performance of the report
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥		
Presentation	①		100% Evaluate each student's role in the debate
	②		
	③		
	④		
	⑤	✓	
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		100% Evaluate the portfolio uploaded to Manaba
	②		
	③		
	④		
	⑤		
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students understand the technical and social background of the energy field relating electric power system. Students are able to gather necessary information through reference research. Students are able to understand the technical writing skill for clear technology reports. Students are able to understand the logical thinking method. Students are able to understand and practice in the debate method. Students are able to record their portfolio and look back on themselves.	Students understand the key issues in the energy field relating electric power system. Students are able to gather necessary information through reference research. Students are able to understand the technical writing skill for clear technology reports. Students are able to understand the logical thinking method. Students are able to understand and practice in the debate method. Students are able to record their portfolio and look back on themselves.

Course schedule

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Engineering Literacy -Energy- Develop eyes to see pros and cons of technology regarding energy.	Introducing the latest trends and future issues of the energy industry based on the basic energy plan of Japan		
2 /	Based on climate change countermeasures, student can understand Japanese energy policy centered on electric power grid. Student can gather information from references and websites, and summarize assignment.	Introducing the basic technologies for various power generation and utilization of unstable renewable energy		
3 /		Visit the Tedorigawa Daiichi Power Station and introduce the large hydro power plant		
4 /				
5 /				
6 /				
7 /			Report of the site visit.	30
8 /	Technical report writing Student can investigate the literature and summarize the results as a report	Learning reference survey method and citation method using Web and books		
9 /		Learning and practicing how to write technical reports		
10 /	Logical thinking Through exercises, student can isolate problems, discover essence, and consider solutions.	Learning and exercises on finding the essence of the problem and considering solutions to it.		

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 ／	Logical thinking Through exercises, student can isolate problems, discover essence, and consider solutions.	Learning and exercises on finding the essence of the problem and considering solutions to it.		
12 ／	Debate Understand the debate method. Student can actually conduct the debate.	· Introducing basic debate method · Prepare research for the topic of energy field and actually carry out debate.	Subject of the debate	30
13 ／			Subject of the debate	30
14 ／			Subject of the debate	30
15 ／				

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style		
Dept.S Specialized Required		Computer Skills IA		1	509500	First	Exercises FS		
Target Grade	Instructor		Office	E-mail Address			Office Hours		
1	ITO, Meguru,/ *KODAKA Arihiro,/ TAN, Kah Keng		101.201				M-F. 16:30-17:30		
Course Objectives									
Keywords			Learning Objectives of the Course						
1 2 3 4 5	Office Statistics 3D modeling Image processing		In modern days, computers are used everywhere and computational thinking is an essential for engineers in all fields. In this course, students will be able to learn the basic ability to use computer. In particular, students will cultivate the ability to create documents, 3d modeling, and image processing. In addition, students will learn the concept of statistics and probability using Excel.						
Course Description and Expectations for Students									
In this course, - There is no final examination. - All assignments must be submitted. - Late assignments may reduce students’ score Advices for students: - Involve in class activity. Do not be shy to ask some questions. - Take care to stick to the submission date of all assignments. - Write what you achieved in this class in the portfolio for your own record and review.									
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: Reference books:Excel で易しく学ぶ統計解析（東京図書）、完全独習統計学入門（ダイヤモンド社） Reserved books:									
Knowledge/Skills Needed to Take This Course (Prerequisites)									
Fundamental operation of computer (left click, right click, double click, drag and drop, shutdown, start up, etc.) Fundamental usage of internet browser (search, URL, etc.)									
No.	Program Objectives	Target Abilities for Students							
①	i	Students will be able to learn how to use computers.							
②	h,i	Students will be able to use Microsoft Office and analyze data statistically.							
③	f,h,i	Students will be able to create 3D model using Autodesk Fusion 360.							
④	f,g,h,i	Students will be able to create and edit images using Adobe Photoshop.							
⑤	f,g,h,i	Students will be able to draw and create illustration using Adobe Illustrator.							
⑥	i	Students will be able to review what you achieved using Portfolio system.							
Evaluation Criteria									
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	0	0	80	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	0	0	40	0	0	40
	Ability to think, reason and create	0	0	0	0	40	0	0	40
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	0	0	10	0	10
	Attitude and motivation for learning	0	0	0	0	0	10	0	10

※ The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①		
	②		
	③		
	④		
	⑤		
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①	✓	To check the learned skills in class, students have to submit assignment for each topic. They are evaluated from the viewpoint of being able to execute correctly software operation.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Portfolio	①	✓	Portfolio evaluation is based on documentation of evidence of manaba entry that reflects students understanding of their gained learning skills.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students are able to understand of capabilities of the computer and respond appropriately to the computer troubles.	Students are able to use and manage computer.
Students are able to use Word, Excel, PowerPoint, Photoshop, Illustrator, and Fusion 360 depending on the situation very well.	Students are able to use Word, Excel, PowerPoint, Photoshop, Illustrator, and Fusion 360 depending on the situation.
Students are able to create an impressive work in other classes and projects.	Students are able to apply the learned skills to other classes and projects.

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	• Guidance • PC set-up • Fusion 360 Introduction of Fusion 360	Explanation of this course Lecture and practice of Fusion 360	Finishing set-up of PC Preparation based on instruction	15
2 /	• Fusion 360 Understanding basic operation of Fusion 360	Lecture and practice of Fusion 360	Finishing assignments of this class	25
3 /	• PowerPoint Creating complex models	Lecture and practice of PowerPoint	Finishing assignments of this class Preparation based on instruction	25
4 /	• Excel Reviewing how to use Excel	Lecture and practice of Excel	Finishing assignments of this class Preparation based on instruction	25
5 /	• Excel Understanding basic statistic from data	Lecture and practice of Excel	Finishing assignments of this class Preparation based on instruction	25
6 /	• Excel Understanding normal distribution from data	Lecture and practice of Excel	Finishing assignments of this class Preparation based on instruction	25
7 /	• Word Reviewing how to use Word	Lecture and practice of Word	Finishing assignments of this class Preparation based on instruction	25
8 /	• Photoshop Understanding image repairing and resolution	Lecture and practice of Photoshop	Finishing assignments of this class Preparation based on instruction	25
9 /	• Photoshop Understanding composition of images	Lecture and practice of Photoshop	Finishing assignments of this class Preparation based on instruction	25
10 /	• Photoshop Understanding composition of images	Lecture and practice of Photoshop	Finishing assignments of this class Preparation based on instruction	25

Course schedule

About the CLIP learning process

* In the time column of the Assignments, the standard time required for the specified study tasks are listed. For PS (Partially Supervised) subjects, the time corresponding to each class (for example,

In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (10pt) (Preview and Review)	Time (minutes)
11 /	• Illustrator Understanding Bezier curve	Lecture and practice of Illustrator	Finishing assignments of this class Preparation based on instruction	25
12 /	• Illustrator Understanding basic operation to create figures	Lecture and practice of Illustrator	Finishing assignments of this class Preparation based on instruction	25
13 /	• Illustrator Understanding image trace	Lecture and practice of Illustrator	Finishing assignments of this class Preparation based on instruction	25
14 /	• Illustrator Create printing data	Lecture and practice of Illustrator	Finishing assignments of this class Preparation based on instruction	25
15 /	• Illustrator Creating printing data and review this class	Lecture and practice of Illustrator	Finishing assignments of this class Preparation based on instruction	25

2020 Syllabus

Instructor with “*” means an instructor with company experience

Field		Course Name		Credits	Course Code	Semester	Class Style	
Dept. S Specialized Required		Computer Skills IB		1	509600	Second	Exercises / FS	
Target Grade	Instructor		Office	E-mail Address		Office Hours		
1	SONGER, Robert OGAWA, Hayato		101.201			Mon. - Fri. 16:30 - 17:30		
Course Objectives								
Keywords			Learning Objectives of the Course					
1	HTML		The Internet is one of the single most important technologies of our age. Global Innovators must be aware of how to use the Internet to their advantage for communicating their works to the world. HTML and CSS are two of the foundational technologies behind websites, which students will learn for expanding their portfolio in a personalized way that appeals to them.					
2	CSS							
3	Web Design							
4	Version Control Systems							
5								
Course Description and Expectations for Students								
Innovative ideas and personal talents must be communicated to the world in order to be effective. The Internet has made this possible for anybody to do with the ease in which a person can create their own webpages. This class will guide students towards the ultimate goal of launching a personal portfolio website that showcases their projects and creations. Students will design their own original website and organize its contents with materials from projects and assignments. This will allow students to visualize the outcomes of their courses and express themselves through how they choose to represent their own growth and learning.								
“Rome wasn’t built in a day.” It takes at least 100 hours of active learning to become more than a beginner. Learn at your own pace and be patient with yourself. Focus on one thing at a time and things will start to come together. There are plenty of resources for learning web development on the Internet, so always keep an eye out for new or interesting things.								
【Required Materials (textbooks, reference books, reserved books)】 Textbooks: “Learn to Code HTML and CSS: Develop and Style Websites”, New Riders Reference books: None Reserved books: None								
Knowledge/Skills Needed to Take This Course (Prerequisites)								
Students must be able to use the basic functions of a PC. This includes touch typing, using the file system, and installing software. They must also be able to navigate websites in a browser and use the spelling checker feature in Microsoft Word. In addition, students must be able to use the online Portfolio system to review their previous classes and projects.								
No.	Program Objectives	Target Abilities for Students						
①	a	Acquire practical knowledge of HTML and CSS						
②	f, g	Understand the importance of design and layout to communicate effectively						
③	a, i	Foster a good attitude for facing a challenging learning situation						
④	a, i	Practice inquiry into unfamiliar technologies						
⑤	e, f	Express oneself through designing a personal website						
⑥								
Evaluation Criteria								
Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other
Total Percentage								
Total Percentage		30	0	30	0	40	0	0
Comprehensive Strength Criterion	Ability to capture knowledge	10	0	10	0	10	0	0
	Ability to think, reason and create	10	0	10	0	10	0	0
	Collaboration and leadership	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	10	0	10	0	0
	Attitude and motivation for learning	10	0	0	0	10	0	0

※The numerical breakdown shown by Comprehensive Strength Criterion is an approximate guideline for class management.

Evaluation Method

Evaluation Method	Target Ability		Evaluation Methods and Important Points
Exams	①	✓	There is one exam in this course at the end of the semester. It will include all the topics in covered during the semester unless otherwise stated by the teacher.
	②		
	③	✓	
	④	✓	
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	✓	Reports are assignments from the teacher that are written either by hand or digitally as part of in-class activities. They represent the student's learning of material taught during specific guided exercises during class.
	②	✓	
	③		
	④	✓	
	⑤		
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①	✓	Works are digitally created files that are uploaded at the time of submission. They show practical skills in the material that has been covered during class and contribute to a student's preparation for producing a personal website by the end of the course.
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥		
Portfolio	①		
	②		
	③		
	④		
	⑤		
	⑥		
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
① Choose appropriate elements, classes and ids ② Evaluate a design for ease-of-understanding ③ Eagerly approach assignments with curiosity ④ Explore different resources for learning a technology ⑤ Customize all elements of a personal website	① Understand about HTML tags and CSS selectors ② Create wireframes of a design ③ Ask questions without whining ④ Learn from somewhere other than the teacher ⑤ Choose a design based on personal preferences

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 /	Orientation Students will receive an introduction to web development, the software we will use, HTML, and CSS.	Lecture Discussion Practice	The teacher will announce assignments in class or on Manaba.	20
2 /	Basic HTML and CSS Students will walk through building a basic web page with minimal HTML and CSS.	Lecture Exercises	Textbook Lesson 1 The teacher will announce assignments in class or on Manaba.	20
3 /	HyperText Markup Language (HTML) Students will explore the meaning of tags for representing content and creating hyperlinks.	Lecture Exercises	Textbook Lesson 2 The teacher will announce assignments in class or on Manaba.	20
4 /	Cascading Style Sheets (CSS) Students will learn about using selectors, colors, and lengths to style elements of a page.	Lecture Exercises	Textbook Lesson 3 The teacher will announce assignments in class or on Manaba.	20
5 /	The Box Model Students will practice changing the size, margin, padding, and borders of elements.	Lecture Exercises	Textbook Lesson 4 The teacher will announce assignments in class or on Manaba.	20
6 /	Positioning Content Students will see examples of floating elements and learn about relative vs. absolute positioning of elements.	Lecture Exercises	Textbook Lesson 5 The teacher will announce assignments in class or on Manaba.	20
7 /	Styling Text Students will explore the many ways to change the appearance of text with CSS.	Lecture Exercises	Textbook Lesson 6 The teacher will announce assignments in class or on Manaba.	20
8 /	Creating Lists Students will practice different types of HTML lists and how to change their style/position with CSS	Lecture Exercises	Textbook Lesson 8 The teacher will announce assignments in class or on Manaba.	20
9 /	Media: Images, Audio, and Video Students will learn the best ways to add and position images, audio clips, and videos to HTML pages.	Lecture Exercises	Textbook Lesson 9 The teacher will announce assignments in class or on Manaba.	20
10 /	Organizing Data with Tables Students will explore the purpose, structure and styling opportunities that tables provide for organizing complicated data.	Lecture Exercises	Textbook Lesson 11 The teacher will announce assignments in class or on Manaba.	20

Course schedule

About the CLIP learning process

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In the case of a 2 credits course, please try to take 200 minutes per week for review and preview. Please follow the teacher's guidance for details.

No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 /	Publishing on a Server Students will consider issues for publishing online before creating and uploading to their own online website.	Lecture Guidance Practice	Textbook Lesson 12 The teacher will announce assignments in class or on Manaba.	20
12 /	Responsive Web Design (1) Students will experiment with simple designs for responsive web pages.	Lecture Exercises	The teacher will announce assignments in class or on Manaba.	20
13 /	Responsive Web Design (2) Students will use responsive techniques to update their own website design.	Guidance Practice	The teacher will announce assignments in class or on Manaba.	20
14 /	Recording Changes with Version Control Students will practice moving files that have been changed to their online repository.	Lecture Guidance Practice	The teacher will announce assignments in class or on Manaba.	20
15 /	Semester Review Students will review the semester content and catch up on any unfinished assignments.	Guidance Self-Study	The teacher will announce assignments in class or on Manaba.	20
16 /	Final Exam			
17 /	Final Exam Return			