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ⅡA	1	500300	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
2年	潟辺　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	話す	聞き手の理解、共感を説得力のあるプレゼンテーションができるようになるために、プレゼンソフトを利用しての効果的なスライド作りの技法や、音声表現・非音声表現に積極的な工夫を加える技法を習得する。課題文型・データ型小論文が書けるようになるために、論文の基本的な書式を身につけ、課題文やデータを読み取る力、及び文章を要約する力を錬磨する。自分の意見を確実に伝えて相手を説得することができるようになるために、説得力のあるディベートの技法を習得する。日本語検定３級程度以上の国語能力を身につける。
2	読む	
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：プレゼンテーション、小論文、ディベートにおいて、さまざまな情報を読み取り、論理的に考察して表現内容をまとめた上で、説得力をもって相手に訴えかける表現技法を身につける。

１．プレゼンソフトを活用する力を身につける。
２．視覚効果に優れたプレゼンスライドを作る力を身につける。
３．課題文やデータを読み取る力を身につける。
４．文章を的確に要約する力を身につける。
５．説得力のある文章表現、音声表現の技法を身につける。

【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）
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：「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）～３級（高校卒業）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	プレゼンソフトを効果的に活用して視覚効果に優れたプレゼンスライドを作ることができる。
③	e, f	課題文やデータを的確に読み取ることができる。
④	e, f	文章を的確に要約することができる。
⑤	e, f	読み手、聞き手に対して説得力のある文章表現、音声表現ができる。
⑥	e, f	日本語検定３級程度以上の語彙力をつける。

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３級程度以上の国語能力を問うテストを１回実施する。
	②		
	③		
	④		
	⑤		
	⑥	レ	
レポート	①		課題文型小論文、データ型小論文、各一遍の提出を求める。
	②		
	③	レ	
	④	レ	
	⑤	レ	
	⑥		
成果発表 （口頭・実技）	①		プレゼンテーション、ディベートを各１回実施する。
	②	レ	
	③		
	④		
	⑤	レ	
	⑥		
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		
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：日本語の語彙、言葉の意味に関して、日本語検定２級程度の能力が身についている。	小テスト：日本語の語彙、言葉の意味に関して日本語検定３級程度の能力が身についている。
レポート：課題文やデータを的確に読み取り、論文として適切な日本語で、深い洞察力に基づいた説得力のある小論文を書くことができる。	レポート：課題文やデータを読み取り、論文として適切な日本語で、説得力のある小論文を書くことができる。
成果報告：プレゼンソフトを活用して視覚効果に優れたスライドを作り、発表内容が聞き手に確実に伝わり、共感を得る発表ができる。 意見をまとめて聞き手に確実に伝え、説得することができる。	成果報告：プレゼンソフトを活用して視覚効果を意識したスライドを作り、発表内容が聞き手に確実に伝わる発表ができる。 意見をまとめて聞き手に確実に伝えることができる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 「プレゼンテーションの方法」 プレゼンテーションの表現要素及び表現技術について理解する。	ガイダンス 演習シート「プレゼン技術」 確認シート「プレゼン方法１」 ビデオ 「プレゼンの技術と実際」	漢字テストに備える。（予習）	30
2 ／	「プレゼンテーションの方法」 実際的なプレゼンテーションの構成について理解する。	演習シート 「スライドを使ったプレゼン」 確認シート「プレゼン方法２」 「プレゼン方法３」 ビデオ 「スライドを使ったプレゼン」	漢字テストに備える。（予習）	30
3 ／	「プレゼンテーションの方法」 プレゼンテーション「世界の都市」のためのスライドを作る。班に分かれ、班ごとに一都市を選び、歴史や文化など項目ごとに分担する。	確認シート 「ズームアップ６」 スライド作り	漢字テストに備える。（予習）	30
4 ／	「プレゼンテーションの方法」 プレゼンテーション「世界の都市」のためのスライドを作る。発表練習をする。	スライド作り 発表練習	漢字テストに備える。（予習）	30
5 ／	「プレゼンテーションの方法」 班ごとにプレゼン発表し、相互評価する。	プレゼン発表 評価シート	漢字テストに備える。（予習）	30
6 ／	「小論文Ⅱ」 要約の方法について理解する。	演習シート「要約の方法」 確認シート「小論文Ⅱ１」 ビデオ「要約の方法」	漢字テストに備える。（予習）	30
7 ／	「小論文Ⅱ」 レポートや論文の基本的な書式を理解する。	講義 「文書の書き方」	漢字テストに備える。（予習）	30
8 ／	「小論文Ⅱ」 論点について理解する。	演習シート 「課題文から問いを見つける」 確認シート「小論文Ⅱ２」 ビデオ「課題文型小論文」	漢字テストに備える。（予習）	30
9 ／	「小論文Ⅱ」 課題文型小論文を書く。課題文集を読み一課題を選択する。課題文の論点を探し、論じるために必要な材料を要約する。	課題文集の提示	漢字テストに備える。（予習）	30
10 ／	「小論文Ⅱ」 課題文型小論文を書く。論点に対して賛成か反対か、根拠をあげて述べる。課題文の論旨を検討して自分の意見を表明する。	小論文記述	漢字テストに備える。（予習）	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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Ⅱ」 データや資料の読み取り方を理解する。	演習シート「データを読む」 確認シート「小論文Ⅱ４」 ビデオ「データ型小論文」	漢字テストに備える。（予習）	30
12 ／	「小論文Ⅱ」 データ型小論文を書く。データを読み取り、論点を探して論述する。	データ資料の提示 小論文記述	漢字テストに備える。（予習）	30
13 ／	「文章表現　中級」 日本語検定２級～３級程度の語彙・言葉の意味に関する問題演習に取り組む。	問題演習 「日本語検定３級過去問題」 「日本語検定２級過去問題」	小テストに備える。（予習）	30
14 ／	小テスト 「話しあいの方法」 ディベートの方法を理解する。次時に行うディベートのテーマを決定し、準備をする。	確認シート「話しあいの方法」 ビデオ「ディベートの方法」	漢字テストに備える。（予習） ディベートの準備をする。	30
15 ／	「話しあいの方法」 ディベートの方法を理解する。選んだテーマに基づいてディベートを実施し、相互評価する。	ディベート 評価シート	発表して気づいた疑問点などを調べて解決する。	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ⅡB	1	500400	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	潟辺　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	話す	自分の意見を確実に伝えて聞き手の共感を得ることができるようになるために、聞き手を惹きつける原稿作成、スピーチ、プレゼンの技法を習得する。国際社会を生きる人間として教養を高め、感性を磨くことができるようになるために、優れたエッセイを読み味わうとともに、自分らしさのある味わい深いエッセイの書き方や、機転が利いた二次創作作品の書き方を習得する。実社会の様々な場面でレイアウトを工夫した告知書類を作成することができるようになるために、メディアの特性を知ってメディア・リテラシーを高め、情報を編集する力を身につける。
2	読む	
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

本科目の授業概要は以下の通りである。

テーマ：独創的な意見発表、自分らしさのあるエッセイ、二次創作作品、広告ポスターの作成を通して感性を磨き、教養を高めることで国際社会を生きる人間として求められる資質を身につける。

１．聞き手を惹きつける原稿作成、スピーチの技法を身につける。
２．自分らしさのある味わい深いエッセイ作品を書く文章表現力を身につける。
３．自分らしさのある機転の利いた二次創作品を書く文章表現力を身につける。
４．レイアウトを工夫した告知書類（広告ポスター等）を作成する技法を身につける。
５．日本語検定３級程度以上の漢字、表記の力を身につける。

【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）
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：「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）～３級（高校卒業）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	聞き手を惹きつけるスピーチ、プレゼンができる。
③	e, f	自分らしさのある味わい深いエッセイ作品を書くことができる。
④	e, f	自分らしさのある機転の利いた二次創作品を書くことができる。
⑤	e, f	レイアウトを工夫した告知書類（広告ポスター等）を作成することができる。
⑥	e, f	日本語検定３級程度以上の国語能力を身につける。

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	30	0	0	0	0	30
	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		
	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３級程度以上の国語能力を問うテストを１回実施する。
	②		
	③		
	④		
	⑤		
	⑥	レ	
レポート	①		エッセイ作品、二次創作作品、告知ポスター作品、各一作品の提出を求める。
	②		
	③	レ	
	④	レ	
	⑤	レ	
	⑥		
成果発表 （口頭・実技）	①		スピーチ、プレゼン発表を各１回実施する。
	②	レ	
	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
小テスト：日本語の漢字、表記に関して、日本語検定２級程度の能力が身についている。	小テスト：日本語の漢字、表記に関して、日本語検定３級程度の能力が身についている。
レポート：自分らしさのある味わい深いエッセイ作品、自分らしさのある機転の利いた二次創作作品を書くことができる。レイアウトを工夫した視覚効果に優れた広告ポスターを作ることができる。	レポート：自分らしさのあるエッセイ作品、二次創作作品を書くことができる。レイアウトを工夫した広告ポスターを作ることができる。
成果報告：意見をまとめて聞き手に確実に伝え、共感を得ることができる。	成果報告：意見をまとめて聞き手に確実に伝えることができる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 「文章表現　中級」 本語検定２級～３級程度の漢字・表記の意味に関する問題演習に取り組む。	ガイダンス 問題演習 「日本語検定３級過去問題」 「日本語検定２級過去問題」	小テストに備える。（予習）	30
2 ／	小テスト 「話しあいの方法」 自分の意見発表のテーマを定める。	評価規準の提示	漢字テストに備える。（予習）	30
3 ／	「話しあいの方法」 意見を発表するための原稿を作成する。	過去の「校内意見発表会」 入賞作品の紹介	漢字テストに備える。（予習）	30
4 ／	「話しあいの方法」 各自意見を発表し、相互評価する。 「エッセイを書く」	スピーチ 評価シート 確認シート 「エッセイを書く１」 ビデオ「エッセイを読む」	漢字テストに備える。（予習）	30
5 ／	「エッセイを書く」 優れたエッセイを読み味わい、魅力を理解する①	演習シート 「エッセイを読む」 確認シート 「エッセイを書く２」 ビデオ「エッセイを書く」	漢字テストに備える。（予習） 次時に書くエッセイのテーマを考える。	30
6 ／	「エッセイを書く」 良い作品にするために、タイトルや書き出し、細部描写や結びの工夫が重要であることを理解する。	評価規準の提示 エッセイ記述	漢字テストに備える。（予習）	30
7 ／	「エッセイを書く」 前時に書いたエッセイ作品を音読、鑑賞し、相互評価する。 優れたエッセイを読み味わい、魅力を理解する②	音読 評価シート 確認シート 「エッセイを書く３」	漢字テストに備える。（予習）	30
8 ／	「物語を作る」 様々なスタイルの二次創作について理解する。	確認シート「物語を作る」 ビデオ「二次創作を楽しむ」 二次創作作品の紹介	漢字テストに備える。（予習） 次時に書く二次創作作品のテーマを考える。	30
9 ／	「物語を作る」 エッセイを記述する。読者がオリジナル作品とのつながりを理解できるよう留意する。	評価規準の提示 二次創作作品記述	漢字テストに備える。（予習）	30
10 ／	「物語を作る」 前時に書いた二次創作作品を音読、鑑賞し、相互評価する	音読 評価シート ビデオ 「絵から物語を作る」	漢字テストに備える。（予習）	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	「メディア・リテラシー」 メディア・リテラシーの重要性を理解する。 広告効果をあげる表現について分析する。	講義 「メディア・リテラシーとは」 ビデオ「情報デザイン」 確認シート 「メディア・リテラシー」	漢字テストに備える。（予習）	30
12 ／	「メディア・リテラシー」 白山麓キャンパス内での映画会開催のための広告ポスターを作成する。	評価規準の提示 ポスター作成	漢字テストに備える。（予習）	30
13 ／	「メディア・リテラシー」 前時に作成したポスターについて、工夫した点をプレゼン発表する。	プレゼン 評価シート ビデオ「ディベートの方法」	漢字テストに備える。（予習）	30
14 ／	「プレゼンテーション」 白山麓で２年間過ごした中での、一番の思い出についてプレゼン発表するためのスライドを作成する。	評価基準の提示	漢字テストに備える。（予習）	30
15 ／	「プレゼンテーション」 前時に作成したスライドを使ってプレゼン発表を行う。	プレゼン 相互評価	発表して気づいた改善点を修正する。	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 II A	1	500700	First	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	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 previous English Expression courses 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	Journals	
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 / Total Percentage		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 5 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

* 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 & Descriptive Essay 1: Students will read the syllabus, review the features of descriptive essays, and plan and write a descriptive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Worksheet: reflect on English Expression I B; goals for this course. Journal.	30
2 ／	Descriptive Essay 2: Students will write, revise and edit a descriptive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
3 ／	Descriptive Essay 3: Students will write, revise and edit a descriptive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
4 ／	Persuasive Essay 1: Students will learn the features, techniques, and structures of a persuasive essay, be able to use different persuasive techniques, and plan and write a persuasive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
5 ／	Persuasive Essay 2: Students will write, revise and edit a persuasive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
6 ／	Persuasive Essay 3: Students will write, revise and edit a persuasive essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
7 ／	Compare & Contrast Essay 1: Students will learn the features, techniques, and structures of a compare & contrast essay, be able to use different compare and contrast techniques, and plan and write a compare and contrast essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
8 ／	Compare & Contrast Essay 2: Students will write, revise, and edit a compare and contrast essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
9 ／	Compare & Contrast Essay 3: Students will write, revise, and edit a compare and contrast essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
10 ／	Narrative Essay 1: Students will learn the features, techniques, and structures of a narrative paragraph, be able to use different narrative techniques, and plan and write a narrative essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30

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)
11 ／	Narrative Essay 2: Students will write, revise, and edit a narrative essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
12 ／	Process Essay 1: Students will learn the features, technique, and structures of a process paragraph, be able to use different techniques for explaining a process, and plan and write a process essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
13 ／	Process Essay 2: Students will write, revise, and edit a process essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
14 ／	Process Essay 3: Students will write, revise, and edit a process essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair 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 and pair work.	Journal.	30

2020 Syllabus

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Field	Course Name	Credits	Course Code	Semester	Class Style
Dept. S General Required	English Expression II B	1	500800	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	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 previous English Expression courses 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	Journals	
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.

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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.

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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 4 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		

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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（10pt） (Preview and Review)	Time (minutes)
1 ／	Introduction & Opinion Essay 1: Students will read the syllabus, learn the features, techniques, and structures of an opinion essay, be able to use different techniques and language for expressing opinions, and plan and write an opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Worksheet: reflect on English Expression II B; goals for this course. Journal.	30
2 ／	Opinion Essay 2: Students will write, revise, and edit an opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
3 ／	Opinion Essay 3: Students will write, revise, and edit an opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
4 ／	Cause & Effect Essay 1: Students will learn the features, techniques, and structures of a cause and effect essay, be able to use different techniques and language for cause and effect, and plan and write a cause and effect essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
5 ／	Cause & Effect Essay 2: Students will write, revise, and edit a cause and effect essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
6 ／	Cause & Effect Essay 3: Students will write, revise, and edit a cause and effect essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
7 ／	Problem-Solution Essay 1: Students will learn the features, techniques, and structures of a problem-solution essay, be able to use different techniques and language for problems and solutions, and plan and write a problem-solution essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
8 ／	Problem-Solution Essay 2: Students will write, revise, and edit a problem-solution essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
9 ／	Problem-Solution Essay 3: Students will write, revise, and edit a problem-solution essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
10 ／	Final Writing Project 1: Students will plan and write an essay in one of the genres they have learnt this year.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair 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 ／	Final Writing Project 2: Students will continue the writing process for the essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
12 ／	Final Writing Project 3: Students will continue the writing process for the essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
13 ／	Final Writing Project 4: Students will continue the writing process for the essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
14 ／	Final Writing Project 5: Students will continue the writing process for the essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair 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 and pair 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Ⅱ	1	501000	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	日本文学	多岐にわたる豊饒な日本文藝の作品群の読解、鑑賞を通して、その作品から喚起される「感動」を的確に受け止める豊かな感受性を涵養する。また、それらの作品に内包される「感動」の源泉となる作者の思考基盤を自ら思索・分析し、それらの思考過程を基軸としながら論文・エッセイ・プレゼンテーション、さらには作品の「感動」によって触発された創作といったさまざまな表現形態によって自らの心象を形象化することができるようにする。また、テクストの分析に際してはさまざまな学域を援用し、多角的な観点を身につける。
2	読解力	
3	思考力	
4	表現力	
5		

授業の概要および学習上の助言

授業の概要：

作品全体の構成や展開を踏まえ、抽象表現や情景描写に留意しながら、筆者の考えや登場人物の心理を丁寧に読み進めることを通じて、作品の語りかけるものを的確に把握する読解力と鑑賞力を養う。また、書評や創作に取り組み、目的に応じて効果的な形式で表現する方法を学ぶ。

評論：清岡卓行「ミロのヴィーナス」
評論：谷崎潤一郎「陰翳礼讃」
小説：梶井基次郎「檸檬」

学習上の助言：

・ノートは板書したものだけではなく、口頭での説明も書くようにすること。
・課題は必ず実行すること。
・辞書は必ず用意すること。また、辞書を常に引くように心がけ、知らない言葉を確認し、着実に身につけること。
・対象作品は徹底的に読み込むこと。
・さまざまなジャンルの書物を読むよう心がけること。

【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：『現代文Ｂ改訂版』上巻・下巻、大修館書店
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：指定なし

履修に必要な予備知識や技能

・「国語表現IA」「国語表現IB」「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	f	語句の意味を正しく理解し、正確に読むことができる。
②	f	作品の構成や展開の仕方を的確に捉え、説明することができる。
③	f	人物の心理の推移について、作品の展開に即して読み取ることができる。
④	e, f	作品の主題を捉え、主題について自分の考えを述べることができる。
⑤	e, f	複数の作品を読み比べ、思想や感情などの共通点や相違点について自分の考えを述べることができる。
⑥	e, f	主張や感動などが効果的に伝わるように、構成や表現を工夫して書くことができる。

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	60	40	0	0	0	0	100
総合力指標	知識を取り込む力	0	30	10	0	0	0	0	40
	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	0	0	0	0	10
	学習に取組む姿勢・意欲	0	0	10	0	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3回実施し、各20点とする。 第1回小テスト：清岡卓行「ミロのヴィーナス」に関する語彙、読解 第2回小テスト：谷崎潤一郎「陰翳礼讃」に関する語彙、読解 第3回小テスト：梶井基次郎「檸檬」に関する語彙、読解
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
レポート	①		レポートは2種類課し、各20点とする。 ①書評 ②創作 ※固有名詞のかな書き・誤字・脱字・雑な字は減点する。
	②		
	③		
	④	レ	
	⑤	レ	
	⑥	レ	
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
■小テスト 読解に必要な漢字・語句の知識がある。 自分で文献を調べ、作品に関する知識を得ることができる。 正確に読解し、問いに対して的確に解答できる。 論拠を示して、独自の解釈を述べることができる。 ■レポート 自分にひきつけて考え、独自の視点が入っている。 明快な文章構成、効果的な文章表現ができる。	■小テスト 読解に必要な漢字・語句の知識がある。 教材を読み、作品に関する知識がある。 正確に読解し、問いに対して解答できる。 講義をふまえ、自分の解釈を述べることができる。 ■レポート 講義や意見交換をもとに、自分の考えをまとめることができる。 構成や表現を考えて、文章を書くことができる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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。	科目ガイダンス 講義と質疑 プリント配布	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。（復習）	30
2 ／	評論：清岡卓行「ミロのヴィーナス」 ・本文を読み、筆者の着眼点をおさえる。 ・三段落に分け、それぞれの要旨をまとめる。 ・本文の比喩表現や抽象表現の意味を理解する。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
3 ／	評論：清岡卓行「ミロのヴィーナス」 ・小テストで語彙・読解を確認する。 ・「手」というものの、人間存在における象徴的な意味について考え、意見を述べる。	第1回小テスト 講義と質疑 プリント配布 グループワーク	小テストの学習をする。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
4 ／	評論：谷崎潤一郎「陰翳礼讃」 ・筆者が対比して論じているものを整理する。 ・現代社会において「闇」を巧みに活用している例を挙げ、どのような効果があるか考え、話し合う。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
5 ／	評論：谷崎潤一郎「陰翳礼讃」 ・他の日本文化論と読み比べる。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
6 ／	評論：谷崎潤一郎「陰翳礼讃」 ・小テストで語彙・読解を確認する。 ・聴覚・触覚・味覚・嗅覚など視覚以外の五感の働きに焦点をあて、日本文化論を書く。	第2回小テスト 講義と質疑 プリント配布 グループワーク	小テストの学習をする。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
7 ／	【演習】 ・レポート（書評）に取り組む。	レポート提出 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
8 ／	【発表】 ・作品を発表し、相互評価する。	講義と質疑 プリント配布	発表の準備をする。（予習） 相互評価を見直し、自己点検を行う（復習）	30
9 ／	小説：梶井基次郎「檸檬」 ・本文を通読し、感想を述べる。 ・作者梶井基次郎について概要を学ぶ。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
10 ／	小説：梶井基次郎「檸檬」 ・作品の段落構成を把握する。 ・第一段落の果たす役割について考える。 ・「私」の生活状況や心理状況を理解する。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	小説：梶井基次郎「檸檬」 ・「私」の感受性や美意識を読み取る。 ・文章表現上の工夫を読み取る	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
12 ／	小説：梶井基次郎「檸檬」 ・檸檬による「私」の心理変化を考える。 ・檸檬にこめられた形而上的な価値を読み取る。 ・作品の結末の意味について考える。	講義と質疑 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
13 ／	小説：梶井基次郎「檸檬」 ・小テストで語彙・読解を確認する。 ・作品の主題について自分の考えをまとめる。	第3回小テスト 講義と質疑 プリント配布 グループワーク	小テストの学習をする。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
14 ／	【演習】レポート作成 ・レポート（創作）に取り組む。	レポート提出 プリント配布 グループワーク	授業で指定された部分を読解し、語句を整理する。（予習） 配布プリントやノートを再読し、理解を深める。（復習）	30
15 ／	【発表】 ・作品を発表し、相互評価する。	発表 プリント配布	発表の準備をする。 相互評価を見直し、自己点検を行う。	30
16 ／				
17 ／				
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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 Elective	World Literature II	2	501200	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	Ian Stevenson	101.201		Mon. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Genres	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 reading log/journal where they will be able to record and reflect on what they have read. Students will read critically and for meaning in order to be able to summarize, discuss, compare and contrast different readings and styles of literature.
2	Fiction	
3	Non-Fiction	
4	Reading	
5	Writing	

Course Description and Expectations for Students

Read! Be ready to talk about what you read.
Students don't have to like everything they read but they need to read everything
A student who doesn't like what they read and is ready to discuss it will do better than a student who likes what they read but is not ready to discuss it.

【Required Materials】
Textbooks:.
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	e, h	Students will be able to read and discuss a variety of literary genres and academic disciplines.
②	e, f, i	Students will be able to keep a reading log/journal.
③	g, i	Students will be able to summarize a piece of writing.
④	e, h, f	Students will be able to compare and contrast different pieces of writing.
⑤	i	Students will be able to read for understanding.
⑥	e, f, i	Students will be able to read critically and express opinions on what was read.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	25	50	25	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	5	10	5	0	0	0	20
	Ability to think, reason and create	0	5	10	5	0	0	0	20
	Collaboration and leadership	0	5	10	5	0	0	0	20
	Announcement / Expression / Communication	0	5	10	5	0	0	0	20
	Attitude and motivation for learning	0	5	10	5	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	✓	Worksheets will be graded on completion and correctness of answers.
	②	✓	
	③	✓	
	④		
	⑤	✓	
	⑥	✓	
Report	①	✓	Students will write 4 genre based projects (for example, a short story), which will be graded on task achievement and coherence.
	②	✓	
	③	✓	
	④	✓	
	⑤		
	⑥	✓	
Presentation	①	✓	Students will create a gallery walk presentation of 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		
	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 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 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 ／	Module 1: Short Stories/Fiction	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
2 ／	Module 1: Short Stories/Fiction	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
3 ／	Module 1: Short Stories/Fiction	Individual, pair and group work using worksheets, journals and technology.	Complete classwork. Complete Short Story/Fiction project	30
4 ／	Module 2: Graphic Novels	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
5 ／	Module 2: Graphic Novels	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
6 ／	Module 2: Graphic Novels	Individual, pair and group work using worksheets, journals and technology.	Complete classwork. Complete Graphic Novel project	30
7 ／	Module 3: Poetry	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
8 ／	Module 3: Poetry	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
9 ／	Module 3: Poetry	Individual, pair and group work using worksheets, journals and technology.	Complete classwork. Complete Poetry project	30
10 ／	Module 4: Biography/Non-fiction	Individual, pair and group work using worksheets, journals and technology.		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 ／	Module 4: Biography/Non-fiction	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
12 ／	Module 4: Biography/Non-fiction	Individual, pair and group work using worksheets, journals and technology.	Complete classwork. Complete Biography/Non-fiction project	30
13 ／	Module 5: Gallery Walk	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
14 ／	Module 5: Gallery Walk	Individual, pair and group work using worksheets, journals and technology.	Complete classwork.	30
15 ／	Module 5: Gallery Walk	Individual, pair and group work using worksheets, journals and technology.	Complete classwork. Complete Gallery Walk project	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ⅡＡ	1	501600	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
2年	上田　清史	101.201	kueda@neptune.kanazawa-it.ac.jp	火曜・金曜 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	白山地域	この授業は白山地域の歴史文化とこの地域の事象から見た日本歴史と文化を探求する。またその自然環境や地域社会に関心を持ち、解決方法を提案するために、地域の現状や問題点を正確に把握する。さらに白山地域の学習を追求することにより、学生は自らの行動の礎となる理念を養う。
2	歴史文化	
3	自然環境	
4	地域社会	
5		

授業の概要および学習上の助言

地域社会はさまざまな構成要素によって成り立っている。学生が学び生活する白山地域の歴史，文化，信仰，生活習慣，産業，地形，自然などを総合的に学ぶことにより，地域社会への興味・関心を高め，地域とのふれあいを意識し，地域社会と協働する取り組みに向けた基礎力を身につける。また，地域社会のテーマを学習することを通して，学習の方法を修得することにより，多様な社会やそこに存在する問題にもアプローチできるスキルを身につけ，社会的課題解決に向けての使命感を養う。

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：ハンドアウト
参考書：
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：

履修に必要な予備知識や技能

歴史文化ＩＡ
歴史文化ＩＢ

No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標
①	b, e,	白山地域の持つ歴史や文化の特色を理解し、共有することができる
②	b, e,	白山地域の自然環境や地域社会に関心を持ち現状を理解することができる
③	b, e,	白山地域の事象から日本の歴史・文化を考え理解する事ができる
④	a, b, e,	地域社会の持つ問題点を正確に捉えることができる
⑤	a, b, g, h,	地域社会の持つ門題点を解決する方法を考える事ができる
⑥	b, c, e, i,	白山地域の学習を通じて、自らの行動の礎となる理念を養うことができる

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		20	0	20	40	0	20	0	100
総合力指標	知識を取り込む力	8	0	5	10	0	5	0	32
	思考・推論・創造する力	4	0	8	10	0	5	0	28
	コラボレーションとリーダーシップ	0	0	0	5	0	0	0	0
	発表・表現・伝達する力	8	0	7	10	0	5	0	30
	学習に取組む姿勢・意欲	0	0	0	5	0	5	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	レ	学期末試験。論述式問題の答案を４つの基準から評価する。①「歴史の流れ」に対する理解度。②解答の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		
クイズ 小テスト	①		
	②		
	③		
	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」などを説明する。 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	レ	
	③	レ	
	④		
	⑤		
	⑥		
成果発表 （口頭・実技）	①		２回のグループ発表：学期中に１回と学期末に１回。学生は教員と相談した上で白山地域の問題点と解決策に関する発表を行う。 グループ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、各発表者がグループ内で果たした役割など。 受講生による相互評価も取り入れる。　　（20%＋20%＝40%）
	②		
	③		
	④	レ	
	⑤	レ	
	⑥	レ	
作 品	①		
	②		
	③		
	④		
	⑤		
	⑥		
ポートフォリオ	①	レ	ポートフォリオには配布資料（メモを取ること）・５つの課題・発表の補助資料（２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	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
白山地域の持つ歴史や文化の特色を理解し、共有することができる 白山地域の自然環境や地域社会に関心を持ち現状を理解することができる 白山地域の事象から日本の歴史・文化を考え理解する事ができる 地域社会の持つ問題点を正確に捉えることができる 地域社会の持つ門題点を解決する方法を考える事ができる 白山地域の学習を通じて、自らの行動の礎となる理念を養うことができる	白山地域の持つ歴史や文化の特色に触れ学ばせていただく。 白山地域の自然環境や地域社会と出会い現状と向き合う。 白山地域の深い歴史文化の一端に触れさせてもらう。 地域社会の持つ問題点の一部を教示していただく。 地域社会の持つ問題点の一部に真摯に取り組む姿勢を持つ。 白山地域の学習を通じて、困難な問題に取り組む心を養う。 。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	白山地域の位置づけ 白山地域の地理的な位置づけを理解する 学生達が生活する白山地域の地形、自然を学ぶことにより、地域社会、自然環境の興味関心を高めるとともに、地域や自然を敬う気持ちを涵養する。	白山地域の地理的な位置づけ講義する	白山地域の地理的な位置づけを調べる 授業内容を確認する	30 15
2 ／	白山地域の自然と環境① 白山地域の自然環境の特色を理解する	白山地域の地形について講義する 課題①を配布する	白山地域の地形を調べる 授業内容を確認する	30 15
3 ／	白山地域の自然と環境② 白山地域の自然環境の特色を理解する 白山地域を通じて日本の信仰を理解する	白山の動植物について講義する 課題①を提出する	白山の動植物について調べる 授業内容を確認する	30 15
4 ／	白山地域の信仰① 白山地域を通じて日本の信仰を理解する 白山地域での信仰の在り方を学び、地域の宗教や信仰の多様性や独自性を知る。	白山の信仰について講義する 課題②を配布する	白山の信仰について調べる 授業の内容を確認する	30 15
5 ／	白山地域の信仰②	白山と他の地域の信仰について講義する 課題②を提出する	白山と他の地域との信仰を比較する 授業の内容を確認する	30 15
6 ／	白山地域から見る日本の歴史① 白山地域から日本の古代社会を考える 白山地域と日本全体の歴史を比較しながら学ぶことにより、地域の事象を広い視点で捉える方法を学ぶ。また、場所や時代の違いによる、多様な価値観や社会の変遷を知る。	日本の古代社会について講義する	古代の日本について調べる 授業の内容を確認する	30 15
7 ／	中間・発表 白山地域の持つ問題点 白山地域の持つ問題点をグループ討議で明らかにする	白山地域を総合的に学習した上で、グループ討議により地域の持つ問題点及び解決策を探る。	各自で問題点を考える グループ討議での問題点をまとめる。 発表の準備をする	60 45
8 ／	白山地域から見る日本の歴史② 白山地域から日本の中世社会を考える	日本の中世社会について講義する。 課題③を配布する	中世の日本について調べる 授業の内容を確認する	30 15
9 ／	白山地域から見る日本の歴史③ 白山地域から日本の戦国社会を考える	日本の戦国社会について講義する 課題③を提出する	戦国日本について調べる 授業の内容を確認する	30 15
10 ／	白山地域から見る日本の歴史④ 白山地域から日本の近世社会を考える	日本の近世社会について講義する 課題④を提出する	近世の日本について調べる 授業の内容を確認する	30 15

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	白山地域から見る日本の歴史⑤ 白山地域から日本の近代社会を考える	日本の近代社会について講義する 課題④を提出する	近代の日本について調べる 授業の内容を確認する	30 15
12 ／	白山地域の産業 白山地域で行われる産業について理解する 白山地域の産業や生活・文化を通して、地域の持つ課題や文化の多様性を知る。	白山地域で行われている産業について講義する。 課題⑤を配布する	白山地域の産業について調べる 授業内容を確認する	30 15
13 ／	白山地域の生活・文化 白山地域の人々の生活や文化を正しく理解する	白山地域の人々の生活や文化について講義する 課題⑤を提出する	白山地域に伝わる文化を調べる 授業内容を確認する	30 15
14 ／	問題点と改善案の発表① 問題点・解決策を発表し、他の人に的確に伝える	グループの解決策を発表し、他のグループ発表の内容について検討する	各自で解決策を考える グループの解決策をまとめる 発表の準備を行う 他のグループ発表の内容について考える	60 45
15 ／	問題点と改善案の発表② 問題点・解決策を発表し、他の人に的確に伝える	グループの解決策を発表し、他のグループ発表の内容について検討する	各自で解決策を考える グループの解決策をまとめる 発表の準備を行う 他のグループ発表の内容について考える	60 30
16 ／	定期試験	学生の科目に対する全体的な理解を評価する	授業内容を学習する 試験内容・結果を確認する	60 15
17 ／	定期試験返却・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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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ⅡB	1	501700	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	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	日本文化	この授業は日本に於ける古代国家の形成に始まり，藤原氏の役割について学ぶ。また中世における武家政権の誕生や公武合体について理解を深め、全国統一と徳川幕府の成立やその制度について学ぶ。さらに近代における明治維新と立憲君主国家・日本について学び、大正から昭和期にかけての近現代史の流れを通して今後の日本を見据える。
2	日本歴史	
3	自己形成	
4	日本と世界	
5		

授業の概要および学習上の助言

このコースは古代から近代までの日本史の概説であり、その社会的、政治的、経済的、文化的、宗教的側面を総合的に学習する。同時に日本史を世界の歴史的文脈の中で考察する。学生は歴史的現象や出来事が「なぜ・どのよう」に起こったのかを問い，主な人物が歴史上の岐路で果たした役割についても検討する。　さらにさまざまな問題に関する議論を通して「歴史的思考力」を育て、多くの歴史的事例から新しい観点を「発見」し、各自の結論を導き出す力を身に付ける。

理解が不十分と感じるところがあれば積極的に質問すること。講義について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：「最新日本史」村尾次郎、明成社
参考書：ハンドアウト
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：

履修に必要な予備知識や技能

歴史文化ＩＡ
歴史文化ＩＢ
歴史文化ⅡＡ

No.	教育目標(DP) (記号表記)	学生が達成すべき行動目標
①	a,e	日本に於ける古代国家の形成について説明することができる。
②	c	摂関政治に於ける藤原氏の役割について説明することができる。
③	c,e	武家政権の誕生や公武合体について説明することができる。
④	a,ç	全国統一と徳川幕府の誕生やその制度について説明することができる。
⑤	a,ç,e	明治維新と立憲君主国家・日本について説明することができる。
⑥	a,ç,e	大正から昭和期にかけての近現代史の流れを説明することができる。

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		20	0	20	40	0	20	0	100
総合力指標	知識を取り込む力	8	0	5	10	0	5	0	28
	思考・推論・創造する力	4	0	8	10	0	5	0	32
	コラボレーションとリーダーシップ	0	0	0	5	0	0	0	0
	発表・表現・伝達する力	8	0	7	10	0	5	0	30
	学習に取組む姿勢・意欲	0	0	0	5	0	5	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	レ	学期末試験。論述式問題に対する答案の４つの領域を評価する。①「歴史の流れ」に対する理解度。②解答の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	レ	
	⑤	レ	
	⑥	レ	
クイズ 小テスト	①		
	②		
	③		
	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」などを説明する。 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	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
成果発表 （口頭・実技）	①	レ	２回の発表：学期中に１回と学期末に１回。学生は教員と相談した上で歴史的人物や重要な出来事を選ぶ。 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、グループ発表の場合は各発表者の果たした役割など。 受講生による相互評価も取り入れる。　（20%＋20%＝40%）
	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	ポートフォリオには配布資料（メモを取ること）・５つの課題・発表の補助資料（２点）や関係のある時はその他を添えること。これは学期末に提出する。（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
日本に於ける古代国家の形成について説明することができる。 摂関政治に於ける藤原氏の役割について説明することができる。 武家政権の誕生や公武合体について説明することができる。 全国統一と徳川幕府の成立やその制度について説明することができる。 明治維新と立憲君主国家・日本について説明することができる。 大正から昭和期にかけての近現代史の流れを説明することができる。	日本に於ける古代国家の形成を部分的に述べることができる。 摂関政治の特色について述べることができる。。 武家政権の特色と朝廷との関係について述べることができる。 全国統一と徳川幕府成立とその制度について述べることができる。 明治維新と立憲君主国家・日本の意義について述べることができる。 大正から昭和期にかけて近現代史の流れについて考える事ができる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	授業の概観と古代（1） 大和王朝について理解する	日本史の基本的テーマを紹介し、農耕社会と大和王朝成立について講義する。。	大和王朝について調べる 授業内容を確認する	30 15
2 ／	古代（2） 律令制と仏教伝来を理解する	新しい国家を作るために色々な思想や制度を唐から学んだ人物について講義する。 課題①を配布	律令制と仏教伝来について調べる 授業内容を確認する	30 15
3 ／	古代（3） 摂関政治を理解する	宮中貴族社会が成立する上での藤原氏の役割について講義する。 課題①を提出	摂関政治について調べる 授業内容を確認する	30 15
4 ／	中世（鎌倉） 武家政治の台頭を理解する	源氏の台頭による武家政権の確立について講義する。 課題②を配布	鎌倉幕府について調べる 授業内容を確認する	30 15
5 ／	中世 室町幕府と南北朝を理解する	公武合体における足利氏の役割について講義する。 課題②を提出	室町幕府と南北朝について調べる。 授業内容を確認する	30 15
6 ／	近世（安土・桃山） 織田・豊臣政権について理解する	全国統一に於ける織田信長と豊臣秀吉の役割について考講義する。 課題③を配布	織豊時代について調べる。 授業内容を確認する	30 15
7 ／	近世（江戸） 江戸幕府と幕藩体制について理解する	全国平定に於ける徳川氏の役割について講義する。 課題③を提出	幕藩体制について調べる 授業内容を確認する	30 15
8 ／	発表① 歴史的人物や出来事について発表する。	歴史的人物や出来事について発表する。	発表準備を行う 他の発表について考える。	60 15
9 ／	近代（明治） 開国と明治維新について理解する	明治国家成立における西郷隆盛や大久保利通などの役割について講義する。	幕末と明治維新について調べる。 授業内容を確認する	30 15
１０ ／	近代（明治） 明治立憲主義と東アジアにおける二度の戦争について理解する。	立憲国家としての日本と日清戦争と日露戦争への関わりについて講義する。 課題④を配布	明治国家と対外戦争を調べる。 授業内容を確認する	30 15

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	近代（大正） 第一次世界大戦とワシントン体制について理解する。	第一次大戦での日本の役割と東アジアと太平洋における新秩序の成立について講義する。 課題④を提出	第一次大戦と軍縮について調べる。 授業内容を確認する	30 15
12 ／	近代（大正） 大正デモクラシーと大衆文化の出現について理解する。	大正デモクラシーの意義を考え、１９２０年代になぜ・どのように大衆文化が広まったかを講義する。 課題⑤を配布	政党政治について調べる 授業内容を確認する	30 15
13 ／	近代（昭和） 中国問題と軍部の政治的台頭について理解する。 近代（昭和） 第二次世界大戦について理解する。	経済恐慌後に軍部がどのように権力を握ったかを講義する。 戦争期の重要な人物・イベントについて講義する。 課題⑤を提出	軍部の政治的台頭を調べる 授業内容を確認する 第二次世界大戦について調べる 授業内容を調べる	30 15
14 ／	近代（昭和・戦後） 日本の復興について理解する	第二次大戦後に日本がどのように経済大国として復興したのかを講義する。	日本の復興について調べる 授業内容を確認する	30 15
15 ／	発表② 歴史的人物や出来事について説明する。	歴史的人物や出来事について発表する。	発表準備を行う 他の発表について考える。	60 15
16 ／	定期試験	学生の日本歴史に対する知識と理解度を確かめる。	試験のための準備を行う 試験内容・結果を確認する	60 15
17 ／	定期試験返却・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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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) IIA	1	502000	First	Lecture/ FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	UEDA, Kiyoshi	101.201	kueda@neptune.kanazawa-it.ac.jp	Tuesday and Friday 16:30-17:30

Course Objectives

Keywords		Learning Objectives of the Course
1	Hakusan Region	This course guides students in exploring the history/culture of Hakusan region and Japanese history/culture via its regional phenomena. It leads them to develop an interest in the natural environment and local communities to accurately assess their current circumstances and issues in hope of suggesting solutions. They also learn to nurture a set of principles as a foundation for their actions by pursuing the studies of the region.
2	History and Culture	
3	Nature and Environment	
4	Local Community	
5		

Course Description and Expectations for Students

Local communities consist of a number of components. This course will guide students in learning basic skills to cooperate with the various local communities of the Hakusan region by comprehensively exploring the history, culture, religion, livelihood, industry, geography, and natural environment of Mt. Hakusan where they live and learn. The course will also nurture a sense of mission in finding solutions for social issues as students reach out to diverse communities in the region.

Students are urged to questions if they do not fully understand the contents of lectures. They should complement their notes by taking memos during the lectures.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Handout
Reference books:
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

History and Culture IA
History and Culture IB

No.	Program Objectives	Target Abilities for Students
①	b,e	Students will be able to understand the characteristics of the history/culture of Hakusan region and share them.
②	b,e	Students will be able to develop an interest in the natural environment and local communities of Hakusan region, thus learning to understand their present circumstances.
③	b,e	Students will be able to think about/understand Japanese history/culture via the phenomena of Hakusan region.
④	a,b,e	Students will be able to grasp issues of the local communities accurately.
⑤	a,b,g,h	Students will be able to develop solutions to the problems of local communities.
⑥	b,c,e,i	Students will be able to nurture a set of principles as a foundation for their actions by studying Hakusan region.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		20	0	20	40	0	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	8	0	5	10	0	5	0	28
	Ability to think, reason and create	4	0	8	10	0	5	0	32
	Collaboration and leadership	0	0	0	5	0	0	0	0
	Announcement / Expression / Communication	8	0	7	10	0	5	0	30
	Attitude and motivation for learning	0	0	0	5	0	5	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	∠	Final Examination. Answers to essay-type questions will be evaluated on the basis of 4 criteria. First, a level of comprehension of the "course of history." Second, the accuracy of historical facts in the contents of an answer. Third, the relevance and logic of answers to the examination question. Fourth, concise sentences and the structure of text. (20%)
	②	∠	
	③	∠	
	④		
	⑤		
	⑥		
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	∠	There will be five assignments; the instructor will explain how to think" and "how to write" effectively. Each assignment will be distributed in class and submitted at the beginning of the next class. (20%)
	②	∠	
	③	∠	
	④		
	⑤		
	⑥		
Presentation	①	∠	There will be two presentations: one in the middle of the semester and one at the end of the semester. Students will make group presentations on issues challenging the Hakusan region and on solutions to them in consultation with the instructor. Group presentations will be evaluated on the following points: contents, style（method）, supporting material such as power-point, the indication of sources, the role of an individual presenter for the group, etc. Mutual evaluation by classmates will be taken into consideration. (20%＋20%＝40%)
	②	∠	
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	∠	The portfolio must include all handouts, 5 assignments, supporting material for 2 presentations, and others when relevant. It will be submitted by the end of semester. (20%)
	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 understand the characteristics of the history/culture of Hakusan region and share them. Students show an interest in the natural environment and local communities of Hakusan region, thus understanding their present circumstances. Students can think about/understand Japanese history/culture via the phenomena of Hakusan region. Students can grasp issues of the local communities accurately. Students can develop solutions to the problems of local communities. Students nurture a set of principles as a foundation for their actions by studying Hakusan region.	Students learn the characteristics of the history/culture of Hakusan region by being exposed to them. Students can encounter the natural environment and local communities of Hakusan region and face its present circumstances. Students can experience a part of the profound history of Hakusan region. Students can seek guidance in identifying some of these issues. Students can sincerely work on some of these issues with which the local communities struggle. Students can nurture their heart (kokoro) to challenge difficult problems through the study of Hakusan region.

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 ／	Geographical positioning of Hakusan region Explain the geographical location of Hakusan region. Develop students'interest in the natural environment and nurture their sense of respect for Hakusan region and its nature by learning about the geography and nature of the region where they reside.	Lecture on the geographical location of Hakusan region.	Study the geographical location of Hakusan region. Review course content.	30 15
2 ／	Nature and environment of Hakusan region. Understand particularities of natural environment of Hakusan region.	Lecture on the geography of Hakusan region. Distribute assignment ①	Study the geography of Hakusan region. Review course content.	30 15
3 ／	Nature and environment of Hakusan region. Understand particularities of natural environment of Hakusan region.	Lecture on plants and animals in Hakusan region. Submit assignment ①	Study plants and animals in Hakusan region. Review course content.	30 15
4 ／	Worship in Hakusan region. Understand Japanese religion through the history of Hakusan region Study modes of worship in Hakusan region and understand the diversity and characteristics of religion/worship in the region.	Lecture on Hakusan worship. Distribute assignment ②	Study Hakusan worship. Review course content.	30 15
5 ／	Worship in Hakusan region. Understand Japanese religion through the history of Hakusan region	Lecture comparing the worship of Hakusan with other areas. Submit assignment ②	Compare the worship of Hakusan with other areas. Review course content.	30 15
6 ／	Japanese history from the standpoint of Hakusan region. Understand ancient society of Japan through the history of Hakusan region. Learn how to put the local phenomenon of Hakusan region in a broader perspective by comparing its local history with the history of Japan. Study the diversification of value systems and social transformations in different locations and time-periods.	Lecture on ancient Japan	Examine ancient Japan. Review course content.	30 15
7 ／	Presentation (1) Regional issues in Hakusan. Highlight the issues faced by Hakusan region and develop solutions through group discussion.	Explore a solution for the issues faced by Hakusan region through discussion after studying the region comprehensively. Presentation 1: deliver a presentation in class with a role for each group member. Listen to other groups'presentations to deepen the understanding of issues in the regional society and possible solutions for them.	Students examine regional issues. Prepare presentations. Summarize the issues through group discussion.	60 45
8 ／	Japanese history from the standpoint of Hakusan region. Understand medieval society of Japan through the history of Hakusan region	Lecture on medieval society in Japan. Distribute assignment ③	Examine medieval Japan. Review course content.	30 15
9 ／	Japanese history from the standpoint of Hakusan region. Understand Sengoku society of Japan through the history of Hakusan region.	Lecture on Sengoku society of Japan. Submit assignment ③	Examine Sengoku Japan. Review course content.	30 15
10 ／	Japanese history from the standpoint of Hakusan region. Understand early-modern society of Japan through the history of Hakusan region.	Lecture on early-modern society of Japan. Distribute assignment④	Examine early modern Japan. Review course content.	30 15

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 ／	Japanese history from the standpoint of Hakusan region. Understand modern society of Japan through the history of Hakusan region.	Lecture on modern society of Japan. Submit assignment ④	Examine modern Japan. Review course content.	30 15
12 ／	Industry in Hakusan region. Understand local industries of Hakusan region. Learn the issues and understand the cultural diversity of Hakusan region by studying its industry, livelihood, and culture.	Lecture on local industries of Hakusan region. Distribute assignment⑤	Study industries in the Hakusan region. Review course content.	30 15
13 ／	Livelihood and culture of Hakusan region. Understand livelihood and culture of the people of Hakusan region.	Lecture on livelihood and culture of Hakusan region. Submit assignment⑤	Study the cultural heritage of Hakusan region. Review course content.	30 15
14 ／	Presentation on regional issues and improvement plans. Make a presentation on an issue (or issues) and offer a solution.	Present a group solution and examine the content of other groups' presentations.	Each student explores a solution. Come up with a group solution. Prepare a group presentation. Assess the content of other groups' presentations critically.	60 45
15 ／	Presentation on regional issues and improvement plans. Make a presentation on an issue (or issues) and offer a solution	Present a group solution and examine the content of other groups' presentations	Each student explores a solution. Come up with a group solution. Prepare a group presentation. Assess the content of other groups' presentations critically.	60 45
16 ／	Final Exam	Final Exam (50minutes) Evaluate students' overall understanding of the subject.	Study overall course content. Review the content of the exam.	60 15
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) IIB	1	502100	Second	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	UEDA, Kiyoshi	101.201	kueda@neptune.kanazawa-it.ac.jp	Monday and Thursday 16:30-17:30

Course Objectives

Keywords		Learning Objectives of the Course
1	Japanese culture	This course begins with the formation of the ancient nation in Japan and studies the role of the Fujiwara clan. It deepens our understanding of the medieval birth of the Shogunate and the Union of the Imperial court and the Shogunate and examines the establishment of the Tokugawa Shogunate and its system. It also studies Meiji Restoration and looks ahead to the future, at early modern/modern history from the Taisho to the Showa eras.
2	Japanese history	
3	Self-identity	
4	Japan and World	
5		

Course Description and Expectations for Students

This course is an introductory survey of Japanese history from ancient to modern times, comprehensively including social, political, economic, cultural, and religious aspects. It simultaneously examines Japanese history within the historical context of the world. The course guides students to ask "why and how" certain historical phenomena and events occurred and to consider the roles of key figures at critical junctures in the course of history. It also leads students to discuss various issues to develop their "historical thinking,"facilitating their ability to "find" new perspectives and to draw their own conclusions from a multiplicity of historical examples.

Because of the comprehensive nature of the course, students should ask questions if they do not fully understand the contents of lectures. Notes should be complemented by memos on lectures.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Handout
Reference books:
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

History and Culture IA
History and Culture IB
History and Culture IIA

No.	Program Objectives	Target Abilities for Students
①	a,e	Students will be able to explain the formation of the ancient nation in Japan.
②	c	Students will be able to explain the role of the Fujiwara clan in the Regency government.
③	c,e	Students will be able to explain the birth of the Shogunate and the Union of the Imperial court with Shogunate.
④	a,c	Students will be able to explain the national unification, the birth of the Tokugawa Shogunate and its system.
⑤	a,c,e	Students will be able to explain the Meiji Restoration and Japan as a constitutional monarchy state.
⑥	a,c,e	Students will be able to explain the course of early modern/modern history from the Taisho through the Showa eras.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		20	0	20	40	0	20	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	8	0	5	10	0	5	0	28
	Ability to think, reason and create	4	0	8	10	0	5	0	32
	Collaboration and leadership	0	0	0	5	0	0	0	0
	Announcement / Expression / Communication	8	0	7	10	0	5	0	30
	Attitude and motivation for learning	0	0	0	5	0	5	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	∨	Final Examination. Answers to essay-type questions will be evaluated on the basis of 4 criteria. First, a level of comprehension on the course of history. Second, the accuracy of historical facts in the contents of an answer. Third, the relevance and logic of an answer to the examination question. Fourth, concise sentences and the structure of the text. (20%)
	②	∨	
	③	∨	
	④	∨	
	⑤	∨	
	⑥	∨	
Quizzes	①		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	∨	There will be five short assignments. The instructor will explain“how to think” and “how to write”effectively. Each assignment will be distributed in class and submitted at the beginning of the next class. (20%)
	②	∨	
	③	∨	
	④	∨	
	⑤	∨	
	⑥	∨	
Presentation	①	∨	There will be two presentations, one in the middle of the semester and one at the end of the semester. A student will choose a historical figure and critical event in consultation with instructor. Presentations will be evaluated on the following points: contents, style（method）, supporting materials such as power-point, the indication of source, etc. Mutual evaluation by classmates will be taken into consideration. (20％＋20％＝40％)
	②	∨	
	③	∨	
	④	∨	
	⑤	∨	
	⑥	∨	
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	∨	Portfolio must include all handouts, 5 assignments, supporting material for 2 presentations, and others when relevant. (20%)
	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 explain the formation of the ancient nation in Japan. Students can explain the role of the Fujiwara clan in the Regency government. Students can explain the birth of the Shogunate and the Union of the Imperial court with the Shogunate. Students can explain the national unification, the birth of the Tokugawa Shogunate, and its system. Students can explain the Meiji Restoration and Japan as a constitutional monarchy state. Students can explain the course of early modern/modern history from the Taisho through the Showa eras.	Students can partly explain the formation of the ancient nation in Japan Students can discuss some particularities of the Regency government Students can discuss some particularities of the warrior regime and its relations to the Imperial court Students can partly discuss the national unification, the birth of the Tokugawa Shogunate, and its system. Student can partly discuss the significance of the Meiji Restoration and Japan as a constitutional monarchy state Students have some thoughts on the course of early modern/modern history from the Taisho through the Showa eras

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 and Ancient period (1) Understand Yamato dynasty	Introduce basic themes of Japanese history. Examine the formation of agricultural society and the Yamato dynasty in East Asia.	Study Yamato dynasty. Review course content.	30 15
2 ／	Ancient period (2) Understand Ritsuryo system and introduction of Buddhism to Japan	Lecture on how various systems of thought were used to establish a new state. Distribute Assignment ①	Study Ritsuryo system. Review course content.	30 15
3 ／	Ancient period (3) Understand Regent politics of Fujiwara clan	Lecture on the role of the Fujiwara clan in establishing the court aristocracy. Submit Assignment ①	Study Regent politics. Review course content.	30 15
4 ／	Medieval period (Kamakura) Understand Kamakura Bakufu and the rise of Samurai government	Lecture on the rise of the Minamoto clan to establish the first Samurai government to mark the beginning of the medieval period. Distribute Assignment ②	Study Hakusan worship. Review course content.	30 15
5 ／	Medieval period (Muromachi)	Lecture on the role of the Ashikaga clan in uniting the courtier and the warrior. Submit Assignment ②	Examine the role of Ashikaga clan in uniting the courtier and the warrior. Review course content.	30 15
6 ／	Early modern period (Azuchi-Momoyama)	Lecture on the roles of Oda Nobunaga and Toyotomi Hideyoshi in unifying the nation.	Study Shokuho period. Review course content.	30 15
7 ／	Presentation (1) Explain a key historical figure/event to others.	Explain a key historical figure/event to others. Distribute Assignment ③	Prepare a presentation.	60 15
8 ／	Early modern period (Edo) Edo Bakufu and its Bakuhan system	Lecture on the role of the Tokugawa clan in the pacification of the nation. Submit Assignment ③	Study Bakuhan system. Review course content	30 15
9 ／	Modern period (Meiji) Understand opening of the country and Meiji Restoration	Lecture on the roles of Saigo Takamori and Okubo Toshimichi in the formation of the Meiji state.	Study Meiji Restoration. Review course content.	30 15
10 ／	Modern period (Meiji) Understand Meiji constitutionalism and two wars in East Asia	Lecture on Japan as a constitutional state and its engagement in Sino-Japanese War and Russo-Japanese War. Distribute Assignment ④	Study Meiji state and two wars. Review course content.	30 15
11 ／	Modern period (Taisho) Understand World War One and the Washington system	Lecture on the role of Japan in WWI and the formation of a new order in the Far East and the Pacific. Submit Assignment ④	Study WWI and the Washington system. Review course content.	30 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)
12 ／	Modern period (Taisho) Understand Taisho democracy and the age of popular culture	Lecture on the significance of the Taisho democracy, exploring why and how popular culture came about during the 1920s. Distribute Assignment⑤	Study party politics. Review course content.	30 15
13 ／	Modern period (Showa) Understand China Question and political emergence of the military in Japan Modern period (Showa) Understand World War Two	Lecture on how the military came to power during/after the economic crisis. Lecture on key individuals and events in the course of the war. Submit Assignment ⑤	Study political emergence of the military. Review course content. Study WW II. Review course content.	30 15
14 ／	Modern period (Showa: Postwar era) Understand the reconstruction of Japan	Lecture on how Japan re-emerged as an economic power after WWII.	Study the reconstruction of Japan. Review course content.	30 15
15 ／	Presentation (2) Explain a key historical figure/event to others	Explain a key historical figure/event to others.	Prepare a presentation. Review course content.	60 15
16 ／	Final Exam	Assess students' comprehension of the subject.	Prepare for the exam. Review the contents/results of the exam.	60 15
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	Calculus A	2	502800	First	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	CARRERA, Steven KIHARA, Hitsohi	101.201		(M-F) 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Limits	Students will be able to master the concept of a limit, show how a limit help us define the derivative, consider different techniques of differentiation, know how to use derivatives to sketch the graphs of numerous functions, learn how to apply the concept of derivatives to real-world problems, and how sequences and series can be useful to convey numbers.
2	Continuity	
3	Derivatives	
4	Sequences	
5	Series	

Course Description and Expectations for Students

In this course, we will learn how the study of calculus came to be and why calculus is important for many different fields in science and technology. The course will start with the idea of limits and how we use limits to understand how functions behave at certain points and at infinity. We will then learn the notion of continuity and how limits and continuity help us understand the notion of a derivative. Once we know what a derivative is, we will learn many techniques of differentiation and applications to differentiation. We will finish the course with a basic introduction to sequences and series which will get us ready for the next course.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Calculus Early Transcendentals 7th Edition by James Stewart
Reference books: Pre-Calculus Mathematics for Calculus 7th Edition by James Stewart
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students need to have a decent understanding of the concepts covered in Pre-Calculus about functions, their graphs and their properties. 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 understand the purpose of finding the limits of functions.
②	a, d, g, i	Students will be able to understand the meaning of a derivative.
③	a, d, f, g	Students will be able to understand how to apply different techniques of differentiation.
④	a, d, g, i	Students will be able to understand how to sketch graphs of functions by using derivatives.
⑤	a, d, g, i	Students will be able to understand different applications of derivatives.
⑥	a, g, i	Students will be able to understand the meaning of sequences and series.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		50	20	0	10	10	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	0	45
	Ability to think, reason and create	20	10	0	0	5	0	0	35
	Collaboration and leadership	0	0	0	5	0	0	0	5
	Announcement / Expression / Communication	0	0	0	5	0	0	0	5
	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	∨	There will be three chapter exams and one final exam. Each chapter exam is worth 10% of your grade for a total of 30%. The final exam is worth 20% of your grade. In total, 50% of your final grade will be obtained through these exams. 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 week which will cover material from the previous week. The total amount of quizzes is undetermined due to school events which limit classes on some weeks. Regardless, 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	∨	Once a week, a group of students will go up to the board to explain (review) the material covered the previous week. Students will be given a week in advance to prepare. Students will be evaluated on how well they collaborated with each other (5%) in the presentation and their communication skills to relay information to their peers (5%). In total, your presentations will equate to 10% of your final grade.
	②	∨	
	③	∨	
	④	∨	
	⑤	∨	
	⑥	∨	
Works	①	∨	Students will have to submit a HW assignment once a week. The grading criteria will be based on content acquisition (5%) and quality of work through reasoning and showing clear steps on how students acquired the answer to problems (5%). In total, your works will equate to 10% 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? 5% 2) Binder – Is the syllabus/policy papers in the front of the binder and are all sections organized? 2% 3) Work – Did the student go back to correct mistakes in their work/HW/quizzes/exams? 3%
	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 ／	Introduction/The Tangent & Velocity Problems	Lecture Worksheet	Read the syllabus. Preview content for L.#2.	30
2 ／	Limits of a Function	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#3	30
3 ／	Calculating Limits Using Limit Laws/Squeeze Theorem	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#4	30
4 ／	Continuity and the Intermediate Value Theorem Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#5	30
5 ／	Continuity and the Intermediate Value Theorem Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#6	30
6 ／	Limits at Infinity	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#7	30
7 ／	Derivatives and Rates of Change Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#8	30
8 ／	Derivatives and Rates of Change Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#9	30
9 ／	The Derivative as a Function	Lecture Worksheet	Finish worksheet/HW. Review content for Test I.	30
10 ／	TEST I		Preview content for L.#11	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 ／	Derivatives of Polynomials and Exponential Functions Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#12	30
12 ／	Derivatives of Polynomials and Exponential Functions Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#13	30
13 ／	The Product & Quotient Rules	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#14	30
14 ／	Derivatives of Trigonometric Functions Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#15	30
15 ／	Derivatives of Trigonometric Functions Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#16	30
16 ／	The Chain Rule	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#17	30
17 ／	Implicit Differentiation	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#18	30
18 ／	Derivatives of Logarithmic Functions	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#19	30
19 ／	Related Rates	Lecture Worksheet	Finish worksheet/HW. Review content for Test II.	30
20 ／	TEST II		Preview content for L.#21	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（10pt） (Preview and Review)	Time (minutes)
21 ／	Maximum and Minimum Values Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#22	30
22 ／	Maximum and Minimum Values Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#23	30
23 ／	The Mean Value Theorem	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#24	30
24 ／	How Derivatives Affect the Shape of A Graph	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#25	30
25 ／	Indeterminate Forms and L'Hospital's Rule	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#26	30
26 ／	Optimization	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#27	30
27 ／	Sequences	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#28	30
28 ／	Series & Sigma Notation	Lecture Worksheet	Finish worksheet/HW. Review content for Test III.	30
29 ／	TEST III		Review for Final Exam.	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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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	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	Calculus B	2	502900	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	CARRERA, Steven KIHARA, Hitsohi	101.201		(M-F) 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Anti-Derivatives	Students will be able to know the concept of an anti-derivative, show the relationship between the integral and the derivative, understand various methods of integration, use integration as a tool in finding areas and volumes, know what a differential equation is, and apply the ideas of integration and differentiation in order to solve differential equations.
2	Riemann's Sum	
3	Integrals	
4	Areas/Volumes	
5	Differential Equations	

Course Description and Expectations for Students

This course will start with the idea of how to find the area under curves using limits and summations. We will then understand how using limits and summations to find areas under curves is using the idea of Riemann's Sum. This then allows us to understand how calculating area under curves brings out the notion of integration. The Fundamental Theorem of Calculus connects what we learned in the first semester of differentiation to the new notion of integration. Different integration techniques will be studied, followed by how to calculate areas and volumes of different shapes by integration. Lastly, we will learn about differential equations and how to solve some differential equations.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Calculus Early Transcendentals 7th Edition by James Stewart
Reference books: Pre-Calculus Mathematics for Calculus 7th Edition by James Stewart
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students need to have a decent understanding of the concepts covered in Calculus A.
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 understand the meaning of an anti-derivative and integrals.
②	a, d, g, i	Students will be able to understand the relationship between the integral and the derivative.
③	a, d, f, g	Students will be able to understand how to use the various methods of integration.
④	a, d, g, i	Students will be able to understand how to use the integral to find the area and volume of objects.
⑤	a, d, g, i	Students will be able to understand what a differential equation is.
⑥	a, g, i	Students will be able to understand how to solve differential equations.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		50	20	0	10	10	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	0	45
	Ability to think, reason and create	20	10	0	0	5	0	0	35
	Collaboration and leadership	0	0	0	5	0	0	0	5
	Announcement / Expression / Communication	0	0	0	5	0	0	0	5
	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	∠	There will be three chapter exams and one final exam. Each chapter exam is worth 10% of your grade for a total of 30%. The final exam is worth 20% of your grade. In total, 50% of your final grade will be obtained through these exams. 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 week which will cover material from the previous week. The total amount of quizzes is undetermined due to school events which limit classes on some weeks. Regardless, the average of all your quizzes will be your final score which is worth 10% 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	∠	Once a week, a group of students will go up to the board to explain (review) the material covered the previous week. Students will be given a week in advance to prepare. Students will be evaluated on how well they collaborated with each other (5%) in the presentation and their communication skills to relay information to their peers (5%). In total, your presentations will equate to 10% of your final grade.
	②	∠	
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	
Works	①	∠	Students will have to submit a HW assignment once a week. The grading criteria will be based on content acquisition (5%) and quality of work through reasoning and showing clear steps on how students acquired the answer to problems (5%). In total, your works will equate to 10% 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? 5% 2) Binder – Is the syllabus/policy papers in the front of the binder and are all sections organized? 2% 3) Work – Did the student go back to correct mistakes in their work/HW/quizzes/exams? 3%
	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 Anti-Derivative	Lecture Worksheet	Read the syllabus. Finish worksheet/HW. Preview content for L.#2	30
2 ／	Areas and Distance	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#3	30
3 ／	Areas and Distance Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#4	30
4 ／	The Definite Integral	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#5	30
5 ／	The Definite Integral Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#6	30
6 ／	The Fundamental Theorem of Calculus Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#7	30
7 ／	The Fundamental Theorem of Calculus Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#8	30
8 ／	Indefinite Integrals and the Net Change Theorem	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#9	30
9 ／	The Substitution Rule	Lecture Worksheet	Finish worksheet/HW. Review content for Test I.	30
10 ／	Review for Test I	Self-Study / Q&A	Review content for Test I.	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 ／	TEST I		Preview content for L.#12	30
12 ／	Areas Between Curves	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#13	30
13 ／	Volumes	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#14	30
14 ／	Volumes Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#15	30
15 ／	Average Value of a Function	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#16	30
16 ／	Integration by Parts	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#17	30
17 ／	Integration of Rational Functions by Partial Fractions	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#18	30
18 ／	Approximation Integration	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#19	30
19 ／	Improper Integrals Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#20	30
20 ／	Improper Integrals Part II	Lecture Worksheet	Finish worksheet/HW. Review content for Test II.	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 ／	Review for Test II	Self-Study / Q&A	Review content for Test II.	30
22 ／	TEST II		Preview content for L.#23	30
23 ／	Introduction to Differential Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#24	30
24 ／	Direction (Slope) Fields	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#25	30
25 ／	Euler’s Method	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#26	30
26 ／	Separable Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#27	30
27 ／	First-Order Differential Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#28	30
28 ／	Review for Test III	Lecture Worksheet	Finish worksheet/HW. Review content for Test III.	30
29 ／	TEST III		Review for Final Exam.	30
30 ／	Review for Final Exam	Self-Study / Q&A	Review for Final Exam.	120

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	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	Algebra & Geometry A	2	503200	First	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	CARRERA,Steven HUSSIEN, Alaa	101.201		(M-F) 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Matrices	Students will be able to define a matrix and recognize its properties, understand how to use matrices, know the equations for a parabola, ellipse and hyperbola, learn about hyperbolic functions and how they relate to the hyperbola, and understand how to represent equations in parametric and polar forms.
2	Determinants	
3	Conic Sections	
4	Hyperbolic Functions	
5	Polar Equations	

Course Description and Expectations for Students

In this course, we will study the notion of basic linear algebra. That is, we will look at simultaneous equations and how we can write simultaneous equations as matrices. Then, we will learn the algebra of matrices and properties of matrices. After talking about matrices, we will then focus on conic sections which deal with parabolas, ellipses and hyperbolas. We will then see how hyperbolic functions are defined and how they relate to the hyperbola. Finally, we will learn about parametric and polar equations and some of their graphs.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Pre-Calculus Mathematics for Calculus 7th Edition by James Stewart
Reference books: Calculus Early Transcendentals 7th Edition by James Stewart
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students need to have a basic understanding of equations and geometry.
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 matrix and recognize its properties.
②	a, d, g, i	Students will be able to understand how to use matrices in order to solve a system of linear equations.
③	a, d, f, g	Students will be able to define a parabola, ellipse, hyperbola, graph them and recognize their properties.
④	a, d, g, i	Students will be able to define the hyperbolic functions.
⑤	a, d, g, i	Students will be able to convert equations into parametric equations.
⑥	a, g, i	Students will be able to convert equations into polar equations.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		50	20	0	10	10	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	0	45
	Ability to think, reason and create	20	10	0	0	5	0	0	35
	Collaboration and leadership	0	0	0	5	0	0	0	5
	Announcement / Expression / Communication	0	0	0	5	0	0	0	5
	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	∠	There will be two chapter exams and one final exam. Each chapter exam is worth 10% of your grade for a total of 20%. The final exam is worth 30% of your grade. In total, 50% of your final grade will be obtained through these exams. 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 week which will cover material from the previous week. The total amount of quizzes is undetermined due to school events which limit classes on some weeks. Regardless, the average of all your quizzes will be your final score which is worth 10% 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	∠	Once a week, a group of students will go up to the board to explain (review) the material covered the previous week. Students will be given a week in advance to prepare. Students will be evaluated on how well they collaborated with each other (5%) in the presentation and their communication skills to relay information to their peers (5%). In total, your presentations will equate to 10% of your final grade.
	②	∠	
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	
Works	①	∠	Students will have to submit a HW assignment once a week. The grading criteria will be based on content acquisition (5%) and quality of work through reasoning and showing clear steps on how students acquired the answer to problems (5%). In total, your works will equate to 10% 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? 5% 2) Binder – Is the syllabus/policy papers in the front of the binder and are all sections organized? 2% 3) Work – Did the student go back to correct mistakes in their work/HW/quizzes/exams? 3%
	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		Read the syllabus. Preview content for L.#2	30
2 ／	System of Linear Equations in Two Variables	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#3	30
3 ／	System of Linear Equations in Several Variables	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#4	30
4 ／	Matrices and Systems of Linear Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#5	30
5 ／	The Algebra of Matrices Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#6	30
6 ／	The Algebra of Matrices Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#7	30
7 ／	Inverses of Matrices and Matrix Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#8	30
8 ／	Determinants	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#9	30
9 ／	Cramer’s Rule	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#10	30
10 ／	Systems of Non-Linear Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#11	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 ／	Systems of Inequalities	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#12	30
12 ／	Applications of Matrices Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#13	30
13 ／	Applications of Matrices Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#14	30
14 ／	Applications of Matrices Part III	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#15	30
15 ／	Applications of Matrices Part IV	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#16	30
16 ／	Applications of Matrices Part V	Lecture Worksheet	Finish worksheet/HW. Review content for Test I.	30
17 ／	TEST I		Preview content for L.#18	30
18 ／	Conic Sections: Parabolas	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#19	30
19 ／	Applications of Parabolas	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#20	30
20 ／	Conic Sections: Ellipses	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#21	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 ／	Applications of Ellipses	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#22	30
22 ／	Conic Sections: Hyperbolas	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#23	30
23 ／	Applications of Hyperbolas	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#24	30
24 ／	Shifted Parabolas/Ellipses/Hyperbolas	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#25	30
25 ／	Hyperbolic Functions	Lecture Worksheet	Finish worksheet/HW. Review content for Test II.	30
26 ／	TEST II		Preview content for L.#27	30
27 ／	Curves Defined by Parametric Equations	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#28	30
28 ／	Polar Coordinates Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#29	30
29 ／	Polar Coordinates Part II	Lecture Worksheet	Finish worksheet/HW. Review for Final Exam.	30
30 ／	Review for Final Exam	Self-Study / Q&A	Review for Final Exam.	120

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	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	Algebra & Geometry B	2	503300	Second Semester	Lecture／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	CARRERA, Steven HUSSIEN, Alaa	101.201		(M-F) 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Vectors(2D)	Students will be able to define a vector and understand the difference between scalar quantities and vector quantities, learn about the properties of vectors and vector operations in 2D, look at different applications that incorporate vectors, define a vector and understand its properties in 3D, know how to find the dot product and cross product of two vectors in 3D, and learn how to write equations for lines and planes in 3D.
2	Vectors(3D)	
3	Cross Product(3D)	
4	Equations of Lines(3D)	
5	Equations of Planes(3D)	

Course Description and Expectations for Students

In this course we will talk about vectors and their importance. First we will define a vector in two dimensions (2D). We will then learn how to add, subtract and scalar multiplication of vectors in 2D. Applications of vectors in 2D will then be discussed and we will talk about the dot product in 2D. The second half of the class, we will talk about vectors in three dimensions (3D). We will learn the importance of vectors in 3D and talk about all the properties of vectors in this 3D space. Defining the dot product, cross product and scalar triple product of vectors in 3D will be the last of our discussion on vectors. We will then look at applications of vectors in 3D.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: Pre-Calculus Mathematics for Calculus 7th Edition by James Stewart
Reference books: Calculus Early Transcendentals 7th Edition by James Stewart
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students need to have a basic understanding of equations and geometry.
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 vector and understand the difference between scaler and vector quantities.
②	a, d, g, i	Students will be able to understand the properties of vectors and vector operations in two dimensions.
③	a, d, f, g	Students will be able to solve application problems using vectors to model force, displacement & velocity.
④	a, d, g, i	Students will be able to define a vector and understand its properties in three dimensions.
⑤	a, d, g, i	Students will be able to find the dot product and cross product of vectors in three dimensions.
⑥	a, g, i	Students will be able to write equations of lines and planes in three dimensions.

Evaluation Criteria

Total Percentage / Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		50	20	0	10	10	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	30	10	0	0	5	0	0	45
	Ability to think, reason and create	20	10	0	0	5	0	0	35
	Collaboration and leadership	0	0	0	5	0	0	0	5
	Announcement / Expression / Communication	0	0	0	5	0	0	0	5
	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	∠	There will be two chapter exams and one final exam. Each chapter exam is worth 10% of your grade for a total of 20%. The final exam is worth 30% of your grade. In total, 50% of your final grade will be obtained through these exams. 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 week which will cover material from the previous week. The total amount of quizzes is undetermined due to school events which limit classes on some weeks. Regardless, the average of all your quizzes will be your final score which is worth 10% 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	∠	Once a week, a group of students will go up to the board to explain (review) the material covered the previous week. Students will be given a week in advance to prepare. Students will be evaluated on how well they collaborated with each other (5%) in the presentation and their communication skills to relay information to their peers (5%). In total, your presentations will equate to 10% of your final grade.
	②	∠	
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	
Works	①	∠	Students will have to submit a HW assignment once a week. The grading criteria will be based on content acquisition (5%) and quality of work through reasoning and showing clear steps on how students acquired the answer to problems (5%). In total, your works will equate to 10% 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? 5% 2) Binder – Is the syllabus/policy papers in the front of the binder and are all sections organized? 2% 3) Work – Did the student go back to correct mistakes in their work/HW/quizzes/exams? 3%
	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 Vectors Introduction		Read the syllabus. Preview content for L.#2	30
2 ／	Vectors in Two Dimensions Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#3	30
3 ／	Vectors in Two Dimensions Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#4	30
4 ／	Vectors in Two Dimensions Part III	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#5	30
5 ／	Applications of Vectors in Two Dimensions	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#6	30
6 ／	The Dot Product	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#7	30
7 ／	Applications of the Dot Product Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#8	30
8 ／	Applications of the Dot Product Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#9	30
9 ／	Applications of the Dot Product Part III	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#10	30
10 ／	Applications of the Dot Product Part IV	Lecture Worksheet	Finish worksheet/HW. Review content for Test I	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 ／	Review for Test I	Self-Study / Q&A	Review content for Test I	30
12 ／	TEST I		Preview content for L.#13	30
13 ／	Three-Dimensional Coordinate Geometry Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#14	30
14 ／	Three-Dimensional Coordinate Geometry Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#15	30
15 ／	Vectors in Three Dimensions Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#16	30
16 ／	Vectors in Three Dimensions Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#17	30
17 ／	Vectors in Three Dimensions Part III	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#18	30
18 ／	Vectors in Three Dimensions Part IV	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#19	30
19 ／	The Cross Product Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#20	30
20 ／	The Cross Product Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#21	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 ／	Applications of the Cross Product	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#22	30
22 ／	Equations of Lines	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#23	30
23 ／	Applications of Lines Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#24	30
24 ／	Applications of Lines Part II	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#25	30
25 ／	Equations of Planes	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#26	30
26 ／	Applications of Planes Part I	Lecture Worksheet	Finish worksheet/HW. Preview content for L.#27	30
27 ／	Applications of Planes Part II	Lecture Worksheet	Finish worksheet/HW. Review content for Test II	30
28 ／	Review for Test II	Self-Study / Q&A	Finish worksheet/HW. Review content for Test II	30
29 ／	TEST II		Review for Final Exam.	30
30 ／	Review for Final Exam	Self-Study / Q&A	Review for Final Exam.	120

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)
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	Physics IIA	2	503700	First	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	ITO, Meguru HALIM, Hazwan	101.201		M-F 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Solid, Liquid and Gas	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 the phenomena of heat, gas, wave motion, sound, and light.
2	Heat	
3	Thermodynamics	
4	Wave	
5	Light	

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 IIA is a course that forms the base of Physics IIB, Applied Physics I, II and other specialized courses. 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 and IB

Fundamental skills of calculation

No.	Program Objectives	Target Abilities for Students
①	h,i	Students will be able to elasticity, compression and tension.
②	h,i	Students will be able to understand physics of liquids and gases.
③	h,i	Students will be able to understand concept of heat and thermodynamics
④	h,i	Students will be able to understand characteristics of sound wave and light wave.
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 / Total Percentage	Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
	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 week. 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 calculate to solve questions correctly using formulae. Students are able to understand units and their dimensions for each physical value.	Students are able to understand physical phenomena. Students are able to calculate to solve questions using formulae. 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 18. Solids - Elasticity • Understanding elasticity and Hooke's law	Lecture and exercise	Reading the given documents Reading textbook, then preview check	45
2 ／	18. Solids - Elasticity • Understanding elasticity and Hooke's law	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
3 ／	18. Solids – Simple Harmonic Motion • Understanding the motion of simple harmonic oscillator	Lecture and exercise	Confirming the unclear points	15
4 ／	18. Solids – Simple Harmonic Motion • Understanding the motion of simple harmonic oscillator	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
5 ／	19. Liquids - Buoyancy • Understanding the buoyancy	Lecture and exercise	Confirming the unclear points	15
6 ／	19. Liquids - Buoyancy • Understanding the buoyancy	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
7 ／	19. Liquids – Pascal's Principle • Understanding Pascal's principle	Lecture and exercise	Confirming the unclear points	15
8 ／	19. Liquids – Pascal's Principle • Understanding Pascal's principle	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
9 ／	20. Gases – Atmospheric Pressure • Understanding the atmosphere	Lecture and exercise	Confirming the unclear points	15
10 ／	20. Gases – Atmospheric Pressure • Understanding the atmosphere	Lecture and exercise	Finishing exercise and reviewing the 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)
11 ／	20. Gases – Bernoulli's Principle • Understanding Boyle's law and Bernoulli's principle	Lecture and exercise	Confirming the unclear points	15
12 ／	20. Gases – Bernoulli's Principle • Understanding Boyle's law and Bernoulli's principle	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
13 ／	21. Heat – Heat capacity • Understanding the heat and heat capacity of matter	Lecture and exercise	Confirming the unclear points	15
14 ／	21. Heat – Heat capacity • Understanding the heat and heat capacity of matter	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
15 ／	22. Heat Transfer - Radiation • Understanding the various types of heat transfer	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	
16 ／	23. Change of Phase • Understanding the phase of matter	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	
17 ／	24. Thermodynamics – Second Law of Thermodynamics • Understanding the laws of thermodynamics	Lecture and exercise	Confirming the unclear points	15
18 ／	24. Thermodynamics – Second Law of Thermodynamics • Understanding the laws of thermodynamics	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
19 ／	24. Thermodynamics - Entropy • Understanding the entropy	Lecture and exercise	Confirming the unclear points	
20 ／	24. Thermodynamics - Engine • Understanding the mechanics of fundamental engines	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	

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 ／	25. Vibrations and Wave - Wave • Understanding the characteristics of wave	Lecture and exercise	Confirming the unclear points	15
22 ／	25. Vibrations and Wave - Wave • Understanding the characteristics of wave	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
23 ／	25. Vibrations and Wave – Doppler Effect • Understanding Doppler effect	Lecture and exercise	Confirming the unclear points	15
24 ／	25. Vibrations and Wave – Doppler Effect • Understanding Doppler effect	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
25 ／	26. Sound • Understanding the characteristics of sound	Lecture and exercise	Confirming the unclear points	15
26 ／	26. Sound • Understanding the characteristics of sound	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
27 ／	27. Light – Concept of Light • Understanding the concept of light	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
28 ／	28. Color - Spectrum • Understanding the characteristics of color	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
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	Physics IIB	2	503800	Second	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	ITO, Meguru HALIM, Hazwan	101.201		M-F 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Reflection and refraction	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 electricity and magnetism. Students will also learn the fundamentals of nuclear physics and atomic energy.
2	Electricity	
3	Magnetism	
4	Radioactivity and nuclear reaction	
5		

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 IIB is a course that forms the base of Applied Physics I, II and other specialized courses. 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, IB, and IIA

Fundamental skills of calculation

No.	Program Objectives	Target Abilities for Students
①	h,i	Students will be able to add an 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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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 calculate to solve questions correctly using formulae. Students are able to understand units and their dimensions for each physical value.	Students are able to understand physical phenomena. Students are able to calculate to solve questions using formulae. 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 29. Reflection and Refraction • Understanding reflection and refraction of light	Lecture and experiment	Reading the given documents Reading textbook, then preview check	45
2 ／	9. Reflection and Refraction • Understanding reflection and refraction of light	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
3 ／	30. Lenses • Understanding the characteristics of lenses	Lecture and exercise	Confirming the unclear points	15
4 ／	30. Lenses • Understanding the characteristics of lenses	Lecture and exercise	Finishing exercise and reviewing the class Reading textbook, then preview check	45
5 ／	31. Diffraction and Interference - Diffraction • Understanding the diffraction and interference of light	Lecture and exercise	Confirming the unclear points	15
6 ／	31. Diffraction and Interference - Diffraction • Understanding the diffraction and interference of light	Lecture and exercise	Finishing exercise and reviewing the class	30
7 ／	Experiment 1 • Experience interference of light through the experiment	Experiment	Finishing exercise and reviewing class Reading textbook, then preview check	45
8 ／	32. Electrostatics – Coulomb’s Law • Understanding Coulomb’s law and electric charge	Lecture and exercise	Confirming the unclear points	15
9 ／	32. Electrostatics – Coulomb’s Law • Understanding Coulomb’s law and electric charge	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
10 ／	33. Electric Fields and Potential – Electric Fields • Understanding the electric fields	Lecture and exercise	Confirming the unclear points	15

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 ／	33. Electric Fields and Potential – Electric Fields • Understanding the electric fields	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
12 ／	33. Electric Fields and Potential – Electric Potential • Understanding the electric potential	Lecture and exercise	Confirming the unclear points	15
13 ／	33. Electric Fields and Potential – Electric Potential • Understanding the electric potential	Lecture and exercise	Confirming the unclear points	15
14 ／	33. Electric Fields and Potential – Electric Potential • Understanding the electric potential	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
15 ／	34. Electric Current • Understanding the electric current • Understanding AC and DC	Lecture and exercise	Confirming the unclear points	15
16 ／	34. Electric Current • Understanding the electric current • Understanding AC and DC	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
17 ／	35. Electric Circuit • Understanding the electric circuit including resistances • Understanding KCL and KVL	Lecture and exercise	Confirming the unclear points	15
18 ／	35. Electric Circuit • Understanding the electric circuit including resistances • Understanding KCL and KVL	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
19 ／	36. Magnetism – Magnetic Fields • Understanding the magnetic field and magnetic poles	Lecture and exercise	Confirming the unclear points	15
20 ／	36. Magnetism – Magnetic Fields • Understanding the magnetic field and magnetic poles	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 ／	36. Magnetism – Ampere's Law • Understanding the Ampere's law	Lecture and exercise	Confirming the unclear points	15
22 ／	36. Magnetism – Ampere's Law • Understanding the Ampere's law	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
23 ／	37. Electromagnetic Induction – Faraday's Law • Understanding Faraday's law	Lecture and exercise	Confirming the unclear points	15
24 ／	37. Electromagnetic Induction – Faraday's Law • Understanding Faraday's law	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
25 ／	39. Atomic Nucleus and Radioactivity • Understanding the radioactivity and half-life	Lecture and exercise	Confirming the unclear points	15
26 ／	39. Atomic Nucleus and Radioactivity • Understanding the radioactivity and half-life	Lecture and exercise	Finishing exercise and reviewing class Reading textbook, then preview check	45
27 ／	40. Nuclear Fission and Fusion • Understanding the nuclear fission and fusion	Lecture and exercise	Confirming the unclear points	15
28 ／	40. Nuclear Fission and Fusion • Understanding the nuclear fission and fusion	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 IIA	2	504100	First	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	Nagwa Fekri Rashed, Jason de Tilly	101.201		Wed. 13:00-14:00

Course Objectives

	Keywords	Learning Objectives of the Course
1	Stoichiometry	In this course, students will study moles as a method of quantifying substances, then they will be able to explain the quantitative relationships in various types of chemical reactions and understand the process of creating reactants. Students will also be able to explain the state of matter, solution theory, and chemical reaction theory by using the theory of motion of the particles making up the substance.
2	states of matter	
3	solutions	
4	thermochemistry	
5	reaction rates	

Course Description and Expectations for Students

Chemistry IA 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 determine the names and chemical formulas of ions and compounds.
②	d, h, i	Students will be able to use mole to convert among the count, mass, and volume of a specified matter.
③	d, h, i	Students will be able to describe chemical reactions and balance a chemical equation.
④	d, h, i	Students will be able to use mole ratios of balanced chemical equations to define chemical quantities.
⑤	d, h, i	Students will be able to apply kinetic theory to determine the characteristics of a state of a substance.
⑥	d, h, i	Students will be able to identify how aqueous solutions form and the unique properties of water.

Evaluation Criteria

Total Percentage \ Evaluation Method		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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. - 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 ／	Naming and Writing Formulas of Ionic compounds Apply the rules for naming and writing formulas of ions and ionic compounds.	- Lecture - A Small-Scale Lab Experiment to observe the formation of ionic compounds and write their names)	- Review Ions and ionic compounds. - Answer all Lesson 9.1 and 9.2 Book and Workbook related Qs.	30 30
2 ／	Naming and Writing Formulas for Molecular Compounds - Apply the rules for naming and writing formulas for binary molecular compounds.	- Lecture - Class Activity to name binary molecular compounds	- Review Molecular compounds - Answer all Lesson 9.3 Book and Workbook related related Qs.	30 30
3 ／	Naming and Writing Formulas for Acids and Bases - Determine the names ad formulas of an acid. - Determine the name and formula of a base.	- Lecture - Class activity to connect to applied Chemistry by searching industrial uses of sodium hydroxide	What is an acid? What is a base? Answer all Lesson 9.4 Book and Workbook Related Qs. Read Sports Nutrition Advisor p. 284	30 30
4 ／	The Laws Governing How Compounds Form - Explain how the law of definite proportion is consistent with Dalton`s atomic theory. - List the general guidelines that can help you write the name and formula of a chemical compound.	- Making posters of general guidelines that can help to write names and a formula of a chemical compound	- Answer all Lesson 9.5 Book and Workbook related Qs and - Prepare for Chapter 9 General Test	30 30
5 ／	The Mole: A Measurement of Matter - Convert among the count, mass, and volume of matter. - Determine the molar mass of an element and of a compound.	- Lecture - Practice solved problems - Exercises	- Read and Summarize lesson 10.1 - Answer all Lesson 10.1 Book and Workbook Related Qs	30 30
6 ／	Mole-Mass and Mole-Volume - Describe how to convert the mass of a substance to the number of moles of a substance, and moles to mass. - Convert the volume of a gas at STP to the number of moles of the gas.	- Lecture - Practice solved problems - Exercises	- Read How Big is A Mole? P. 316 - Summarize Lesson 10.2	30 30
7 ／	Mole-Mass and Mole-Volume - Describe how to convert the mass of a substance to the number of moles of a substance, and moles to mass. - Convert the volume of a gas at STP to the number of moles of the gas.	- Small Scale Lab, Counting by Measuring Mass.	- Read Small-Scale Lab p. 324 - Answer all Lesson 10.2 Book Workbook Related Qs	30 30
8 ／	Percent Composition and Chemical Formulas - Calculate the percent by mass of an element in a compound. - Calculate the empirical formula of a compound.	- Lecture - Quick Lab Experiment to measure the present of water in series of hydrates.	- Read Quick Lab p. 328 - Answer all Book and Workbook Lesson 10.3 Related Qs - Prepare for Chapter 10 General Test	30 30 30
9 ／	Describing Chemical Reactions - Describe how to write a skeleton equation. - Describe the steps for writing and balancing a chemical equation.	- Lecture - Home- scale kitchen experiment.	- Read Kitchen Chemistry p. 355 - Answer all Lesson 11.1 Book and Workbook Related Qs	30 30
10 ／	Types of Chemical Reactions - Identify the five general types of reactions	- Lecture - Removing Silver Tarnish Quick Lab experiment.	- Read Quick Lab p. 354 - Answer all Book and Workbook Lesson 11.2 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 ／	Reactions in Aqueous Solution - Describe the information found in a net ionic equation. - Predict the formation of a precipitate in a double-replacement reaction.	- Lecture - Exercises - Answer works	- Read The History of Dynamite p. 368 - Answer Lesson 11.3 Book and Workbook Related Qs	30 30
12 ／	Reactions in Aqueous Solution - Describe the information found in a net ionic equation. - Predict the formation of a precipitate in a double-replacement reaction.	- Small- Scale Lab to observe, identify, and write balanced equations for different chemical reactions.	- Read Small-Scale Lab p. 374 - Prepare for Chapter 11 General Test	30 30
13 ／	The Arithmetic of equations - Describe how chemists use balanced chemical equations. - Describe the quantities you can use to interpret a balanced chemical equation.	- Chapter 11 Test - Lecture - Group Game to balance equations	- See Balancing Chemical Equations online. - Answer Lesson 12.1 Book and Workbook Related Qs	30 30
14 ／	Chemical Calculations - Explain how the mole ratios are used in chemical calculations. - Explain the general procedure for solving a stoichiometric problem.	- Lecture - Practice solved problems - Exercises	- Read Stoichiometric Safety p. 397 - Summarize Lesson 12.2	30 30
15 ／	Chemical Calculations - Explain how the mole ratios are used in chemical calculations. - Explain the general procedure for solving a stoichiometric problem.	- Small -Lab experiment to determine the mass of sodium hydrogen carbonate in a sample of baking soda.	- Read Small- Scale Lab p.399 - Answer all Lesson 12.2 Book and Workbook Related Qs	30 30
16 ／	Limiting reagent and Percent Yield - Explain how the amount of product in a reaction is affected by an insufficient quantity of any of the reactants. - Explain what the percent yield of a reaction measures.	- Lecture -Quick Lab Experiment is performed to deduce the concept of limiting reagents and percent yield.	- Read Lesson 12.3 - Answer all Lesson 12.3 Book and Workbook Related Qs and prepare for Chapter 12 General Test	30 30
17 ／	The Nature of Gases - Describe the three assumptions of kinetic theory as it applies to gases. - Interpret gas pressure in terms of kinetic theory.	- Lecture -Virtual Lab applications for students to have a better image of the unseen gas particles.	- Make a summary about the coldest place in the universe - Answer all Lesson 13.1 Book and Workbook Related Qs	30 30
18 ／	The Nature of Liquids - Identify the factors that determine physical properties of a liquid. - Define conditions under which a dynamic equilibrium can exist between a liquid and its vapor.	- Lecture - Group activity - Virtual lab	- Read Lesson 13.2 - Answer all Lesson 13.2 Book and Workbook Related Qs	30 30
19 ／	The Nature of Solids - Describe how the structure and properties of solids are related. - Identify the factors that determine the shape of a crystal.	- Lecture -Group activity	- Read Lesson 13.2 - Answer all Lesson 13.3 Book and Workbook Related Qs	30 30
20 ／	The Nature of Solids - Describe how the structure and properties of solids are related. - Identify the factors that determine the shape of a crystal.	-A Small- Scale Lab experiment is performed to explore and explain some behaviors of liquids and solids	- Read Small-Scale Lab p. 435 - Read Plasma Waste Convertor	30 30

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 ／	Change of States - Identify the conditions necessary for sublimation. - Determine how the conditions at which phases are in equilibrium are represented on a phase diagram.	- Quick Lab experiment will be performed to observe the sublimation of air freshener	- Read Lesson 13.4 - Answer all Lesson 13.4 Book and Workbook Related Qs - Prepare for Chapter 13 General Test.	30 30 30
22 ／	Properties of Gases - Explain why gases are easier to compress than solids and liquids. - Describe the three factors that affect gas pressure.	- Teacher Demo to study effect of particle size on gas pressure.	- Read Atmospheric Chemist p. 455 - Answer all Lesson 14.1 Book and Workbook Related Qs	30 30
23 ／	The Gas Laws - Describe the relationship among the pressure, volume, and temperature of a gas.	- Class Activity to observe the effects of pressure and temperature on gases.	- Read Lesson 14.2 - Answer all Lesson 14.2 Book and Workbook Related Qs	30 30
24 ／	Ideal Gases - Calculate the amount of a contained gas when the pressure, volume, and temperature are specified. - Define the conditions when real gases are most likely to differ from ideal gases.	-Quick Lab experiment to measure the amount of carbon dioxide gas given off when antacid tablets dissolve in water will be performed.	- Read Quick Lab p. 467 - Answer all Lesson 14.3 Book and Workbook Related Qs	30 30
25 ／	Gases: mixtures and Movements - Relate the total pressure of a mixture of gases to the partial pressures of the component gases. - Explain how the molar mass of a gas affects the rate at which gas diffuses and effuses.	- Create a pros-and-cons table of natural gas vehicles and electric cars and making suggestions on how the fuel cars might be improved.	- Read Natural Gas Vehicle p. 476-477 - Answer all Lesson 14.4 Book and Workbook Related Qs	30 30
26 ／	Gases: mixtures and Movements - Relate the total pressure of a mixture of gases to the partial pressures of the component gases. - Explain how the molar mass of a gas affects the rate at which gas diffuses and effuses.	-Small- Scale Lab experiment is performed to infer diffusion of ages by observing color changes during chemical reactions.	- Read Small-Scale Lab p. 475 - Prepare for Chapter 14 General Test	30 30
27 ／	Water and Its Properties - Identify the factor that causes the high surface tension, low vapor pressure, and high boiling point of water. - Describe the structure of ice.	- Lecture - A quick Lab experiment to observe surface tension of water	- Read Quick Lab p. 491 - Answer all Lesson 15.1 Book and Workbook Related Qs	30 30
28 ／	Homogeneous Aqueous Systems - Identify the types of substances that dissolve most readily in water. - Why all ionic compounds are electrolytes. - Explain why hydrates easily lose and gain water.	- A Small-Scale Lab experiment to classify compounds as electrolytes by testing their conductivity in aqueous solution.	- Read reverse Osmosis Distillation p. 502-503 - Answer Lesson 15.2 Book and Workbook Related Qs	30 30
29 ／	Heterogeneous Aqueous Systems - Distinguish between a suspension and a solution. - identify how to distinguish a colloid from a suspension and a solution.	- Lecture - Teacher Demo to observe Tyndall Effect. - Group Activity	- Read Small-Scale Lab p. 507 - Answer Lesson 15.3 Book and Workbook related Qs, - Prepare for Chapter 15 General Quiz.	30 30 30
30 ／	General Review - Review Chapter 9, 10, 11,12, 13,15 and 15	- 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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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	Chemistry IIB	2	504200	First	Lecture FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	Nagwa Jason de tree	101.201		Wed. 13:00-14:00

Course Objectives

	Keywords	Learning Objectives of the Course
1	Acids	In this course, students will classify types of chemical reactions and learn about neutralization reactions related to acids, bases, salts, oxidation reduction and electrochemistry. Additionally, students will learn about the physical and chemical properties of organic compounds which make up the majority of compounds such as materials, foods and chemicals.
2	Bases	
3	Redox	
4	Electrochemistry	
5	Organic chemistry.	

Course Description and Expectations for Students

Chemistry IIB 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 determine, describe, and quantify the nature, and concentration of a solution.
②	d, h, i	Students will be able to determine the amount of energy absorbed or released in a chemical process.
③	d, h, i	Students will be able to explore the role of energy and methods used to control chemical reactions rate.
④	d, h, i	Students will be able to define acids, bases, and salts, and identify the meaning of pH of a solution.
⑤	d, h, i	Students will be able to explore redox reactions and their uses to drive an electrochemical process.
⑥	d, h, i	Students will be able to identify hydrocarbons and the effects of functional groups on their properties.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 ／	Properties of Solutions -Identify the factors that affect how fast a substance dissolves. - Describe the equilibrium in a saturated solution and the factors that affect the solubility of a substance.	- Lecture - Practice solved problems - Exercises	- Read Lesson 16.1 - Answer Lesson 16.1 Book and Workbook related Qs.	30 30
2 ／	Concentrations of Solutions - Calculate the molarity of a solution. - Describe the effect of dilution on the total moles of solute in solution. -Express solution concentration as a percent by volume or percent by mass.	- Lecture - Practice solved problems - Exercises	- Read Art of The Pickle p.532-533 - Answer Lesson 16.2 Book and Workbook related Qs.	30 30
3 ／	Colligative Properties of Solutions - Explain how colligative properties can be explained on a particle basis. - Identify the two ways of expressing the ratio of solute to solvent in a solution.	- Lecture -	- Read Lessons 16.3 and 16.4 - Answer Lesson 16.3 and lesson 16.4 Book and Workbook related Qs.	30 30
4 ／	Colligative Properties of Solutions -Describe how the freezing-point depression and boiling-point elevation are related to molality.	- Lecture - Small-Scale Lab	- Read Small-Scale lab p. 545 - Prepare for Chapter 16 General Test	30 30
5 ／	The Flow of Energy - Explain the ways in which energy changes can occur. - Explain the law of conservation of energy. - Identify two factors on which the heat capacity of an object depends.	- Chapter 16 General Test - Lecture - Class activity to compare heat transfer of different materials.	- Read and summarize Lesson 17.1 - Answer Lesson 17.1 Book and Workbook related Qs.	30 30
6 ／	Measuring and Expressing Enthalpy - Describe how to measure the change on enthalpy of a reaction. - Describe how to express the enthalpy change for a reaction in a chemical equation.	- Lecture - Teacher demo of an exothermic reaction. - Group activity	- Read Lesson 17.2 - Answer Lesson 17.2 Book and Workbook related Qs	30 30
7 ／	Heat Changes of State - Compare the quantity of heat absorbed by a melting solid to the quantity of heat released when the state of matter changes. - Describe the thermochemical changes that occur when a solution forms.	- Lecture - Quick Lab experiment to estimate the heat of fusion of ice.	- Read Lesson 17.3 - Answer Lesson 17.3 Book and Workbook Qs	30 30
8 ／	Calculating Heats of Reaction - Identify two ways to determine the heat of reaction when it cannot be directly measured.	- Lecture - Small-Scale Lab	- Read Small-Scale Lab p. 583 - Answer all Lesson 17.4 Book and Workbook related Qs -Prepare for Chapter 17 General Test.	30 30
9 ／	Rates of Reaction - Describe how to express the rate of a chemical reaction. - Identify four factors that influence the rate of a chemical reaction.	- Chapter 17 General Test. - Quick Lab - Lecture - Exercises	- Read Quick Lab p. 600 - Read Catalytic Convertor and answer Lesson 18.1 Book and Workbook related Qs	30 30
10 ／	The progress of Chemical Reactions - Describe the relationship between the value of the specific rate constant and the speed of a chemical reaction. - Describe how most reaction progress from start to finish.	- Lecture - Class activity	- Read Lesson 18.2 - Answer Lesson 18.2 Book and Workbook related Qs	30 30

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 ／	Reversible Reactions and Equilibrium - Describe what happens at the molecular level in a chemical system at equilibrium. -Describe what the size of an equilibrium constant indicates about a system at equilibrium.	- Lecture - Teacher Demo - Exercises	-Read and Summarize Lesson 18.3 - Answer Lesson 18.3 Book and Workbook related Qs	30 30
12 ／	Solubility Equilibrium - Describe the relationship between the solubility product constant and the solubility of a compound. -Predict whether a precipitation will occur when two solutions are mixed.	- Lecture - Class activity	- Read and Summarize Lesson 18.4 - Answer Lesson 18.4 Book and Workbook related Qs	30 30
13 ／	Free Energy and Entropy - Identify the part entropy plays in a chemical reaction. - Identify the two factors that determine whether a reaction is spontaneous.	- Lecture - Group Activity - Small-Scale Lab	- Read Small-Scale Lab p. 635 - Answer Lesson 18.5 Book and Workbook related Qs and - prepare for Chapter 18 General Test.	30 30
14 ／	Acid-Base Theories - Define an acid and a base according to Arrhenius and Lewis. - Distinguish an acid from a base in Bronsted-Lowery theory.	- Chapter 18 General Test - Lecture - Group Activity	- Read and Summarize Lesson 19.1 - Answer Lesson 19.1 Book and Workbook related Qs	30 30
15 ／	Hydrogen Ions and Acidity - Describe how $[H^+]$ and $[OH^-]$ are related in an aqueous solution. - Classify a solution as neutral, acidic, or basic using pH and identify two methods that are used to measure pH.	- Lecture - Quick Lab	- Read Lesson 19.2 - Read Quick Lab p. 662 - Answer Lesson 19.2 Book and Workbook related Qs	30 30
16 ／	Strength of Acids and Bases - Describe how acids and bases are described as strong or weak.	- Lecture - Small-Scale Lab	- Read Lesson 19.3 - Read Small-Scale Lab p. 670 - Answer Lesson 19.3 Book and Workbook related Qs	30 30
17 ／	Neutralization Reactions and Salts in Solutions - Identify the products that form when an acid and a base react. - Identify the equivalence point and the components of a buffer.	- Lecture - Teacher Demo	- Read Lessons 19.4 and 19.5 - Prepare for Chapter 19 General Test	30 30
18 ／	The Meaning of Oxidation and Reduction - Describe what happens to a substance that undergoes oxidation and a substance that undergoes reduction. -Explain how the presence of salts and acids accelerates the corrosion of metals.	- Lecture - Quick Lab - Exercises	- Read Lesson 20.1 - Read Quick Lab p.699 - Answer Lesson 20.1 Book and Workbook related Qs - Read Fire Works p. 700.	30 30
19 ／	Oxidation Numbers - State the general rules for assigning oxidation numbers. - Define oxidation and reduction in terms of a change in oxidation number.	- Lecture - Practice solved problems - Exercises	- Read Lesson 20.2 - Answer Lesson 20.2 Book and Workbook related Qs - Read Mineral Colors p. 716	30 30
20 ／	Describing Redox Equations - Identify the two classes of chemical reactions. -Describe two different methods for balancing a redox equation.	- Lecture - Practice solved problems - Small-Scale Lab	- Read Lesson 20.3 - Read Small-Scale Lab p. 717 - Prepare for Chapter 20	30 30

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
21 ／	Electrochemical Cells - Describe how a voltaic cell produces electrical energy. - Identify the current applications that use electrochemical processes to produce electrical energy.	- Chapter 20 General Test - Lecture - Teacher Demo	- Read and summarize Lesson 21.1 - Answer Lesson 21.1 Book and Workbook related Qs.	30 30
22 ／	Half-Cells and Cell Potentials - Identify what causes the electrical potential of an electrochemical cell. - Determine the standard reduction potential of a half a cell and if a redox reaction is spontaneous or nonspontaneous.	- Lecture - Exercises - Group Activity	- Read Lesson 21.2 - Read A Lemon Battery p.744 - Answer Lesson 21.2 Book and Workbook related Qs.	30 30
23 ／	Electrolytic Cells - Distinguish between electrolytic and voltaic cells. - Describe some applications that use electrolytic cells.	- Lecture - Quick Lab - Small Scale Lab	- Read Lesson 21.3 - Read Quick Lab p.750 and Small-Scale Lab p. 752 - Prepare for Chapter 21 General Test.	30 30
24 ／	Hydrocarbons - Explain why a carbon atom forms four covalent bonds. - Identify two possible arrangements of carbon atoms in an alkane.	- Chapter 21 General Test - Lecture - Class Activity	- Read Lesson 22.1 - Answer Lesson 22.1 Book and Workbook related Qs.	30 30
25 ／	Unsaturated Hydrocarbons and Isomers - Describe the structural characteristics of alkenes and alkynes -Explain how the properties of constitutional isomers differ. -Identify two types of stereoisomers.	- Lecture - Quick Lab - Small-Scale Lab	- Read Lesson 22.2 and 22.3 - Read Quick Lab p. 778 and - Small-Scale Lab p.787	30 30
26 ／	Hydrocarbon Rings and Hydrocarbons from Earth`s Crust - Identify the general structure of a cyclic hydrocarbon and bonding in a benzene ring - Identify the hydrocarbons in natural gas and the first step in the refining of petroleum.	- Lecture - Class Activity	- Read Lessons 22.4 and 22.5 - Prepare for Chapter 22 General Test.	30 30
27 ／	Introduction to Functional Groups - Classify organic compounds. -Identify the general formula of a halocarbon. -Describe how substitutional reactions are used in organic chemistry.	- Chapter 22 General Test. - Lecture - Teacher Demo	- Read Lesson 23.1 - Answer Lesson 23.1 Book and Workbook related Qs	30 30
28 ／	Alcohols, Ethers, and Amines - Identify the general formula of an alcohol. - Explain how addition reactions are used in organic chemistry. - Identify the general formula of an ether. - Identify the general formula of an ester.	- Lecture - Class activity	- Read Lesson 23.2 - Answer Lesson 23.2 Book and Workbook related Qs Read	30 30
29 ／	Carbonyl Compounds and Polymers - Identify the structural characteristics that an aldehyde and acetone share. - Identify the general formula of carboxylic acid and an ester. -Describe how polymers are formed.	- Lecture - Teacher Demo	- Read Lessons 23.3 and 23.4 - Prepare for Chapter 23 General Test.	30 30 30
30 ／	General Review - Review Chapter 16, 17, 18, 19, 20, 21, 22 and 23	- Chapter 23 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

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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 the 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 IIA	1	504500	First	Lecture FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	de Tilly, Jason	101.201		Monday to Friday: 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Anatomy	Students will be able to understand the basic principles of homeostasis, be able to learn basic animal anatomy, be able to understand the basic physiology of different animal groups, be able to understand the concepts mammalian physiology, be able to understand the role of the environment and its connection to animal physiology and able to understand the relationships between the different organ systems.
2	Physiology	
3	Homeostasis	
4	Enzyme	
5	Hormone	

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 4th edition, Hoefnagels

Reference books: Biology 11th 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 principles of homeostasis.
②	h, i	Students will be able to learn basic animal anatomy.
③	h, i	Students will be able to understand the basic physiology of different animal groups.
④	h, i	Students will be able to understand the concepts mammalian physiology.
⑤	h, i	Students will be able to understand the role of the environment and its connection to animal physiology.
⑥	h, i	Students will be able to understand the relationships between the different organ systems.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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 name basic anatomical structures in animals and will be able to describe the physiology of different organ systems. Students will understand the basics of homeostasis and how organisms can maintain balance with depending on their environment. Students will draw connections between the relationships of the different organ systems in the different organisms in the animal kingdom and how those organ systems achieve homeostasis.	Students will be able to name basic anatomical structures in animals and will be able to describe the physiology of different organ systems. Students will understand the basics of homeostasis and how organisms can maintain balance with depending on their environment.

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 basic concepts of regulation and homeostasis in organisms.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 ／	Students will describe the basic anatomical structures and physiological concepts related to the digestive system in animals, mostly in mammals. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 ／	Students will describe the basic anatomical structures and physiological concepts related to the digestive system in animals, mostly in mammals. (Part two)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 ／	Students will describe the basic anatomical structures and physiological concepts related to the respiratory system in animals, mostly in mammals. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 ／	Students will describe the basic anatomical structures and physiological concepts related to the respiratory system in animals, mostly in mammals. (Part two)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 ／	Students will describe the basic anatomical structures and physiological concepts related to the circulatory system in animals, mostly in mammals. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 ／	Students will describe the basic anatomical structures and physiological concepts related to the circulatory system in animals, mostly in mammals. (Part two)	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 the basic anatomical structures and physiological concepts related to the urinary/renal system in animals, mostly in mammals.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 ／	Students will describe the basic anatomical structures and physiological concepts related to the immune system in animals, mostly in mammals.	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 basic anatomical structures and physiological concepts related to the reproductive systems in animals, mostly in humans.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 ／	Students will describe the basic anatomical structures and physiological concepts related to the nervous system in animals, mostly in mammals.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 ／	Students will describe the basic anatomical structures and physiological concepts related to the skeletal and muscular systems in animals, mostly in mammals.	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	N/A	
17 ／	Final Exam Return	Receive corrected final examination	N/A	

2020 Syllabus

Instructor with "＊"means an instructor with company experience

Field	Course Name	Credits	Course Code	Semester	Class Style
Dept. S General Required	Biology IIB	1	504600	Second	Lecture / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	DE TILLY, Jason	101.201		Monday to Friday: 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Phylogeny	Students will be able to learn about the periods of earth's history, be able to understand how life most likely appeared, be able to learn about the different levels of organizations of life, be able to learn the basic characteristics about the organisms in the different taxonomic ranks, be able to understand the basic evolution processes between the different taxonomic ranks and be able to understand the relationships between the different taxonomic ranks.
2	Taxonomy	
3	Evolution	
4	Kingdom	
5	Species	

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 4th edition, Hoefnagels
Reference books: Biology 11th 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 learn about the periods of earth's history.
②	h, i	Students will be able to understand how life most likely appeared on earth.
③	h, i	Students will be able to learn about the different levels of organizations of life.
④	h, i	Students will be able to learn the characteristics about the organisms in the different taxonomic ranks.
⑤	h, i	Students will be able to understand the basic evolution processes between the different taxonomic ranks.
⑥	h, i	Students will be able to understand the relationships between the different taxonomic ranks.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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 describe the different periods of earth's history and how life most likely appeared on earth. Students will be able to describe the main characteristics, adaptations and differences between the organisms of the different taxonomic ranks. Students will be able to understand the basic timeline of the evolution of life on earth. Students will draw connections between the different environments on earth and the different adaptations organisms between the different taxonomic ranks have adopted.	Students will be able to describe the different periods of earth's history and how life most likely appeared on earth. Students will be able to describe the main characteristics, adaptations and differences between the organisms of the different taxonomic ranks. Students will be able to understand the basic timeline of the evolution of life on earth.

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 basic concepts of taxonomy and how organisms are classified. Students will also describe the different periods in earth's history and how life on earth most likely appeared. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
2 ／	Students will describe the basic concepts of taxonomy and how organisms are classified. Students will also describe the different periods in earth's history and how life on earth most likely appeared. (Part two)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
3 ／	Students will describe the basic characteristics of viruses, bacteria, archaea and the different groups of protists. (Part one)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
4 ／	Students will describe the basic characteristics of viruses, bacteria, archaea and the different groups of protists. (Part two)	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
5 ／	Students will describe the basic characteristics between the different groups of plants.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
6 ／	Students will describe the basic characteristics between the different groups of fungi.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
7 ／	Students will describe the shared basic characteristics of organisms in the animal kingdom.	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 the basic characteristics between the different groups of sponges, cnidarians, flatworms and mollusks.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
10 ／	Students will describe the basic characteristics between the different groups of annelids, roundworms and echinoderms.	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 basic characteristics between the different groups of arthropods.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
12 ／	Students will describe the shared basic characteristics of chordates. Students will also describe the basic characteristics between the different groups of fish.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
13 ／	Students will describe the basic characteristics between the different groups of amphibians and reptiles.	Lecture & Active Learning	Reading and taking notes on the next class' content.	30
14 ／	Students will describe the basic characteristics between the different groups of birds and mammals.	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	N/A	
17 ／	Final Exam Return	Receive corrected final examination	N/A	

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 II A (Reading Strategy)	1	504900	First	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	TSUDA, Akihiro	101. 201		Thu. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Reading	In the reading class, it is designed to help students become more efficient and effective in reading textbooks, required materials, and books. They will be able to improve vocabulary, comprehension, rate, and more reading skills. In the writing class, students will exercise advanced 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.

(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 Advanced 6000 , (アルク社) 「１０分間英語速読トレーニング Level 3, 4」(桐原書店)
Reserved books: Reading Power Series

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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		10	60	30	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	10	50	20	0	0	0	0	80
	Ability to think, reason and create	0	10	10	0	0	0	0	20
	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	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	✓	30% : (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 10% : Online Discussion (Manaba)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, and drafts. Complete 2 essay for grading
	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 Quiz	Lecture Exercise	Speed Reading L1-2 Review reading skills	30
3 ／	Collocations	Lecture Exercise	Speed Reading L3-4 Review reading skills	30
4 ／	Collocations Quiz	Lecture Exercise	Speed Reading L5-6 Review reading skills	30
5 ／	Focusing on the Topic	Lecture Exercise	Speed Reading L7-8 Review reading skills	30
6 ／	Learning about Context Quiz	Lecture Exercise	Speed Reading L9-10 Review reading skills	30
7 ／	Focusing on the Topic Quiz	Lecture Exercise	Speed Reading L11-12 Review reading skills	30
8 ／	Understanding Paragraphs	Lecture Exercise	Speed Reading L13-14 Review reading skills	30
9 ／	Understanding Paragraphs Quiz	Lecture Exercise	Speed Reading L15-16 Review reading skills	30
10 ／	IELTS Strategies	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 ／	IELTS Strategies	Lecture Exercise	Speed Reading L19-20 Review reading skills	30
12 ／	IELTS Strategies	Lecture Exercise	Speed Reading L21-22 Review reading skills	30
13 ／	Identifying the Patterns	Lecture Exercise	Speed Reading L23-24 Review reading skills	30
14 ／	Identifying the Patterns	Lecture Exercise	Review reading skills	30
15 ／	Identifying the Patterns 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 II A (Writing Processes)	1	504900	First	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	BAIRD, Pauline	101.201		Thu. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Reading	In the reading class, it is designed to help students become more efficient and effective in reading textbooks, required materials, and books. They will be able to improve vocabulary, comprehension, rate, and more reading skills. In the writing class, students will exercise advanced 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.

(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 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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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	✓	30% : (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 10% : Online Discussion (Manaba)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, and drafts. Complete 2 essay for grading
	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 ／	Process Essay 1: Identify and learn the features, technique, and structures of a process paragraph, for explaining a process, and plan and write a process essay. Students will begin brainstorming and exploring.	Worksheets, writing, brainstorming, and exploring.	Journal.	30
2 ／	Process Essay exploring and drafting	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
3 ／	Process Essay exploring and drafting	Worksheets, writing, brainstorming, discussion conferencing.	Journal.	30
4 ／	Proofreading and editing and revising	Worksheets, writing, brainstorming, discussion conferencing.	Journal.	30
5 ／	Final Draft & Quiz	Revising and writing conferences.	Journal.	30
6 ／	Compare & Contrast Essay 1: Identify and learn the features, techniques, and structures of a compare & contrast essay. Explore and discuss.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
7 ／	Compare & Contrast Essay; exploring and drafting. Thesis and outline; Vocabulary	Worksheets, writing, brainstorming, discussion conferencing.	Journal.	30
8 ／	Compare & Contrast Essay composing	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
9 ／	Compare & Contrast Essay revising, editing and proofreading.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
10 ／	Compare & Contrast Essay Final drafts &Quiz	Revising and writing conferences.	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 ／	Narrative Essay 2: Identify and learn the features, technique, and structures of a process paragraph, be able to use different techniques to compose a narrative essay.	Worksheets, writing, brainstorming, discussing, peer review; individual and pair work.	Journal.	30
12 ／	Narrative Essay: Exploring and drafting	Worksheets, writing, brainstorming, discussing, peer review; individual and pair work.	Journal.	30
13 ／	Narrative Essay: Composing	Worksheets, writing, brainstorming, discussing, conferencing.	Journal.	30
14 ／	Narrative Essay: Proofreading and Editing	Worksheets, writing, brainstorming, discussing, conferencing.	Journal.	30
15 ／	Narrative Essay: Final and Quiz Review and reflection on performance.	Writing, individual and pair work.	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 II B (Reading Strategy)	1	505000	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	TSUDA, Akihiro	101.201		Thu. 16:30-17:30

Course Objectives

Keywords		Learning Objectives of the Course
1	Reading	In the reading class, it is designed to help students become more efficient and effective in reading textbooks, required materials, and books. They will be able to improve vocabulary, comprehension, rate, and more reading skills. In the writing class, students will exercise advanced 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.

(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 Advanced 6000 , (アルク社) 「１０分間英語速読トレーニング Level 3, 4」(桐原書店)
Reserved books: Reading Power Series

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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		10	60	30	0	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	10	50	20	0	0	0	0	80
	Ability to think, reason and create	0	10	10	0	0	0	0	20
	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	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	✓	30% : (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 10% : Online Discussion (Manaba)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, and drafts. Complete 2 essay for grading
	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 (IELTS Strategies)	Lecture Exercise	Read the syllabus Study vocabulary	20
2 ／	IELTS Writing	Lecture Exercise	Speed Reading L1-2 Review reading skills	30
3 ／	IELTS Writing	Lecture Exercise	Speed Reading L3-4 Review reading skills	30
4 ／	IELTS Writing	Lecture Exercise	Speed Reading L5-6 Review reading skills	30
5 ／	IELTS Writing	Lecture Exercise	Speed Reading L7-8 Review reading skills	30
6 ／	IELTS Writing	Lecture Exercise	Speed Reading L9-10 Review reading skills	30
7 ／	IELTS Writing Quiz	Lecture Exercise	Speed Reading L11-12 Review reading skills	30
8 ／	IELTS Writing Quiz	Lecture Exercise	Speed Reading L13-14 Review reading skills	30
9 ／	Skimming	Lecture Exercise	Speed Reading L15-16 Review reading skills	30
10 ／	Skimming Quiz	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 ／	Guessing the meaning from Context	Lecture Exercise	Speed Reading L19-20 Review reading skills	30
12 ／	Guessing the meaning from Context Quiz	Lecture Exercise	Speed Reading L21-22 Review reading skills	30
13 ／	Making Inference	Lecture Exercise	Speed Reading L23-24 Review reading skills	30
14 ／	Making Inference	Lecture Exercise	Review reading skills	30
15 ／	Making Inference 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 II B (Writing Processes)	1	505000	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	BAIRD, Pauline	101. 201		TH 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Reading	In the reading class, it is designed to help students become more efficient and effective in reading textbooks, required materials, and books. They will be able to improve vocabulary, comprehension, rate, and more reading skills. In the writing class, students will exercise advanced 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.

№	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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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	✓	30% : (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 10% : Online Discussion (Manaba)
	②	✓	
	③	✓	
	④	✓	
	⑤	✓	
	⑥	✓	
Report	①	✓	(Reading) Complete the handouts and submit in time. (Writing) Complete and submit all writing exercises, and drafts. Complete 2 essays for grading
	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 & Opinion Essay 1: Read the syllabus, learn the features, techniques, and structures of an opinion essay with a two-pronged thesis statement, create and outline for an opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Worksheet: reflect on English Expression II B; goals for this course. Journal.	30
2 ／	Opinion Essay Drafts: Write a topic sentence, and 2 body paragraphs, and conclusion of an opinion essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work, conferences.	Journal.	30
3 ／	Opinion Essay Drafts: Write a topic sentence, and 2 body paragraphs, and conclusion of an opinion essay.	Worksheets, writing, body paragraphs and conclusion, conferences.	Journal.	30
4 ／	Opinion Essay Drafts: Write a topic sentence, and 2 body paragraphs, and conclusion of an opinion essay.	Revising and writing conferences.	Journal.	30
5 ／	Opinion Essay Final: Write, proofread and revise, an opinion essay. Quiz	Revising and writing conferences.	Journal.	30
6 ／	Problem-Solution Essay 2: Identify the features, techniques, and structures of a problem-solution essay, be able to use different techniques and language and structures of an opinion essay with a two-pronged thesis statement, and outline.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
7 ／	Problem-Solution Essay Drafts: Write topic sentences, and 2 body paragraphs, and conclusion.	Worksheets, writing, body paragraphs and conclusion, conferences.	Journal.	30
8 ／	Problem-Solution Essay 2: Write topic sentences, and 2 body paragraphs, and conclusion.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work, conferences.	Journal.	30
9 ／	Problem-Solution Essay Drafts: Write topic sentences, and 2 body paragraphs, and conclusion	Revising and writing conferences.	Journal.	30
10 ／	Problem-Solution Essay Final Drafts: Write, proofread and revise, an opinion essay. Quiz.	Revising and writing conferences.	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 ／	Final Writing Project: Identify the features of a multimodal essay and create and plan for a multi-modal essay based on an essay previously done in this course.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal.	30
12 ／	Final Writing Project Drafting: Continue the planning and composing the essay.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal evidence and reflections	30
13 ／	Final Writing Project Drafting: Continue the composing process for the essay.	Collaborating, discussing, peer reviewing; individual and pair work.	Journal evidence and reflections	30
14 ／	Final Writing Project Final: Continue the composing process for the essay.	Collaborating, discussing, peer reviewing; individual and pair work.	Journal evidence and reflections	30
15 ／	Review: Review what was learnt in this course, reflect on their performance, and consider the next semester.	Worksheets, writing, brainstorming, discussion, peer review; individual and pair work.	Journal evidence and reflections	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 II A	1	505300	First	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	BASQUILL, Edward TAYLOR, James	101.201		Mon. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Business English	Students will develop the oral communication abilities needed to complete a variety of projects in a simulated business environment. Students will 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: *Widgets Inc.* 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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
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	English Listening and Speaking II B	2	505400	Second	Lecture ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	STEVENSON, Ian BASQUILL, Edward	101.201		Mon. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Business English	Students will develop the oral communication abilities needed to complete a variety of projects in a simulated business environment. Students will work in groups to make a video commercial, write a cover letter and resume, make a group market research presentation, and take part in mock job interviews. 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: *Widgets Inc.* 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 recognise how cultural differences can affect the workplace.
⑥	g, i	Students will be able to further develop their study skills.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	25	50	25	0	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	5	10	5	0	0	0	20
	Ability to think, reason and create	0	5	10	5	0	0	0	20
	Collaboration and leadership	0	5	10	5	0	0	0	20
	Announcement / Expression / Communication	0	5	10	5	0	0	0	20
	Attitude and motivation for learning	0	5	10	5	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	レ	Textbook pages will be graded on completion and correctness of answers.
	②	レ	
	③	レ	
	④		
	⑤	レ	
	⑥	レ	
Report	①	レ	Students will write a resume and cover letter, which will be graded on task achievement and coherence.
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥	レ	
Presentation	①	レ	Students will conduct a group presentation of their market research, 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 a video advertisement, which will be graded on presentation skills, cohesion and coherence, content, clarity and time. Student will take part in mock job interviews, both as interviewer and interviewee.
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
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 4: Introduction and Know your market (pp.40–43)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
2 ／	Stage 4: Introduction and Know your market (pp.40–43)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
3 ／	Stage 4: Asking the right questions (pp.44–47)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
4 ／	Stage 4: Asking the right questions (pp.44–47)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
5 ／	Stage 4: The focus group (p. 48)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
6 ／	Stage 4: Analysis and report (pp. 49-51)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
7 ／	Stage 4: Analysis and report (pp. 49-51)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
8 ／	Stage 4: Prepare your presentation (pp. 52–53)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
9 ／	Stage 4: Prepare your presentation (pp. 52–53)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
10 ／	Stage 4: Break a leg (p. 54)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork. Record a VoiceThread reflecting on Stage 4	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 5: Get the word out (pp. 56–59)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
12 ／	Stage 5: Get the word out (pp. 56–59)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
13 ／	Stage 5: Media blitz (pp. 60–62)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
14 ／	Stage 5: Media blitz (pp. 60–62)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
15 ／	Stage 5: Prepare a video commercial (pp. 63–65)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
16 ／	Stage 5: Prepare a video commercial (pp. 63–65)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
17 ／	Stage 5: Bringing it all together (pp. 66-69)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
18 ／	Stage 5: Bringing it all together (pp. 66-69)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
19 ／	Stage 5: The main event (p. 70)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork. Record a VoiceThread reflecting on Stage 5	30
20 ／	Stage 6: Don’t sell yourself short (pp. 72–75)	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)
21 ／	Stage 6: Don’t sell yourself short (pp. 72–75)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
22 ／	Stage 6: Don’t sell yourself short (pp. 76-79)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
23 ／	Stage 6: Don’t sell yourself short (pp. 76-79)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
24 ／	Stage 6: Don’t sell yourself short (pp. 72–79)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
25 ／	Stage 6: Don’t sell yourself short (pp. 80 -82)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
26 ／	Stage 6: Don’t sell yourself short (pp. 80 -82)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
27 ／	Stage 6: Don’t sell yourself short (pp. 80 -82)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
28 ／	Stage 6: Don’t sell yourself short (pp. 80 -82)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	30
29 ／	Stage 6: Don’t sell yourself short (pp. 80 -82)	Individual, pair and group work using worksheets, textbook and technology	Complete classwork. Record a VoiceThread reflecting on Stage 6	30
30 ／	End of Semester Review	Individual, pair and group work using worksheets, textbook and technology	Complete classwork.	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II	2	505800	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
2年	潟辺　豊, 黒田　譜美, 札野　寛子	101.201	潟辺katabe22@neptune.kanazawa-it.ac.jp; 黒田f-kuroda@neptune.kanazawa-it.ac.jp 札野hfudano@neptune.kanazawa-it.ac.jp	潟辺 月曜　16:30-17:30 黒田 水曜　15:00-16:00 札野 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	この授業では、履修学生の既習日本語能力を勘案の上、日本での生活上のニーズを満たし、より円滑なコミュニケーションができるようになるために、漢字・語彙・表現（ことわざ・四字熟語も含む）などの知識を増強、特に読解力と作文能力の向上に取り組む。また、易しく書き直されたオンラインニュース記事（News Web Easy）や古典・文学教材なども利用して、幅広い日本文化・社会的な能力も身につける。
2	コミュニケーションスキル	
3	漢字・語彙・表現知識	
4	日本文化・社会	
5		

授業の概要および学習上の助言

この授業を履修予定の学生AおよびBの間で相当の日本語能力の差が認められるので、担当教員3名の間で、潟辺が両学生同時に15回分、残りの15回分の時間に黒田が学生A、札野が学生Bを対象に授業を実施する。

成績については、潟辺　50　黒田/札野　50%の配分で担当し、各評価項目については以下のように按分する。

試験	潟辺	%、黒田／札野	0%
クイズ/小テスト	潟辺	40%、黒田／札野	20%（漢字・単語）
レポート	潟辺	%、黒田／札野	30%（作文）
成果発表/口頭・実技	潟辺	10%、黒田／札野	0%
作品	潟辺	%、黒田／札野	0%
ポートフォリオ	潟辺	%、黒田／札野	0%
その他	潟辺	%、黒田／札野	0%

【教科書および参考書・リザーブドブック】

教科書：

札野担当分：鈴木英子他『どんどんつながる漢字練習帳初級』アルク2017（継続）

小野恵久子他『話す・書くにつながる！日本語読解』アルク2016（継続）

参考書：黒田担当分：倉繁正鬼・針谷雅英『あらゆる試験に対応する作文・小論文の書き方』プロスパー企画2002

札野担当分：岡まゆみ『中・上級者のための速読の日本語第2版』Japan Times 2013

履修に必要な予備知識や技能

・すでに習得した語彙や定型表現、漢字知識

・語彙や漢字について助けを得ながら、文章の大意を読み取る力

・書き言葉と話し言葉の区別

No.	教育目標(DP)（記号表記）	学生が達成すべき行動目標
①	i	新たに学習した語彙や定型表現、漢字を実践的に使うことができる。
②	i	日本語能力に応じた難易度の文章を読んで、その大意を正しく理解できる。
③	h, i	作文を書くために論理的な段落構成を作ることができる。
④	h, i	ニュースを聞いたり文章を読んだりして、日本文化や社会に関する話題についてディスカッションできる。
⑤	e	日本の古典文学作品を物語の展開を楽しみながら、共感をもって読み味わうことができる。
⑥	i	作成上の規定に沿って各種課題を完成し、期限を遵守して提出できる。

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	60	30	10	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	20	10	0	0	0	0	30
	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	10	0	0	0	30
	学習に取組む姿勢・意欲	0	0	10	0	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	潟辺担当分：テキスト（日本の古典文学作品、口語訳）の内容や感想などを問う小テストを２回実施する。 黒田担当分：語彙、漢字のテストを4回実施する。 札野担当分：テキストに沿った新出漢字および指定した語彙について、ただしく理解および産出できるかを4回のクイズ形式で確認する。
	②		
	③		
	④		
	⑤	レ	
	⑥		
レポート	①	レ	黒田担当分：作文課題を3回提出する。 札野担当分：『話す・書くにつながる！日本語読解』テキスト教材やオンラインニュース記事を読んで、その内容の要約や自分の考えをまとめた作文課題を5〜6回課する。それらについて、1回目の課題を提出後、誤りなどの修正指導をするので、その書き直しも課題とする。
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥	レ	
成果発表 （口頭・実技）	①		潟辺担当分：テキスト（日本の古典文学作品、口語訳）の朗読・日本語の歌の歌唱
	②		
	③		
	④		
	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
学習した語彙や定型表現、漢字などの知識を活用して、読解教材などを精力的に読み進め、その内容についてクラス内でディスカッションを行ったり、自分の考えを論理的な段落構成を持つ文章形式で表現することができる。	未習得の語彙や定型表現、漢字などについては、オンライン辞書も活用することで、その意味や用法を理解し、必要に応じて教員からの助けを得ながら、読解教材の内容を理解できる。また、論理構成・段落分けや、話し言葉の誤用など若干問題は見られるものの、おおよその伝えたい内容を文章形式で表現できる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	潟辺担当：ガイダンス 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	ガイダンス 伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
2 ／	黒田担当： 原稿用紙の使い方 札野担当：授業説明、ウォーミングアップ会話 漢字テキスト、日本語読解、News Web Easy	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
3 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
4 ／	黒田担当： 符号の使い方 札野担当：速読教材 漢字テキスト、日本語読解	小テスト①A 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正	30
5 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習） 小テストに備える（予習）	30
6 ／	黒田担当： 漢字表記の方法 札野担当：ウォーミングアップ会話 漢字テキスト、日本語読解、News Web Easy	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習 漢字・単語テストの準備	30
7 ／	潟辺担当： 前時までの学習内容についての小テストを実施する	小テスト 講義　小テストの振り返り	音読・学習内容の再確認（復習）	30
8 ／	黒田担当： 文章展開の練習① 札野担当：漢字・単語クイズ＃1、速読教材 漢字テキスト、日本語読解	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
9 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
10 ／	黒田担当： 文章表現の練習② 札野担当：ウォーミングアップ会話 漢字テキスト、日本語読解、News Web Easy	小テスト②A 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正	30

授業明細表

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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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
12 ／	黒田担当： 文章展開の練習① 札野担当：速読教材 漢字テキスト、日本語読解	小テスト③A 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習 漢字・単語クイズの準備	30
13 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
14 ／	黒田担当： 文章表現の練習② 札野担当：漢字・単語クイズ＃2 漢字テキスト、日本語読解、News Web Easy	 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
15 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	
16 ／	黒田担当： 紹介文の練習① 札野担当：速読教材 漢字テキスト、日本語読解	小テスト④A 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正	30
17 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
18 ／	黒田担当： 紹介文の練習② 札野担当：ウォーミングアップ会話 漢字テキスト、日本語読解、News Web Easy	 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
19 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
20 ／	黒田担当： 紹介文の練習③ 札野担当：速読教材 漢字テキスト、日本語読解	レポート提出①（紹介文） 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正 漢字・単語クイズ準備	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
22 ／	黒田担当： 紹介文の練習④ 札野担当：漢字・単語クイズ＃3 漢字テキスト、日本語読解、News Web Easy	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
23 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
24 ／	黒田担当： 要約文の練習① 札野担当：速読教材 漢字テキスト、日本語読解	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正	30
25 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習） 小テストに備える（予習）	30
26 ／	黒田担当： 要約文の練習② 札野担当：ウォーミングアップ会話 漢字テキスト、日本語読解、News Web Easy	レポート提出②（要約文） 講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文	30
27 ／	潟辺担当： 前時までの学習内容についての小テストを実施する	小テスト 小テストの振り返り	音読・学習内容の再確認（復習）	30
28 ／	黒田担当： 要約文の練習③ 札野担当：速読教材 漢字テキスト、日本語読解	講義・演習	配布プリント、ノートの見直し（復習） 漢字復習、作文修正 漢字・単語クイズ準備	30
29 ／	潟辺担当： 日本語の歌を正確な発音で歌唱する 日本の古典文学作品を音読し、内容を理解する	伴奏に合わせて歌唱 音読してから講義	音読・学習内容の再確認（復習）	30
30 ／	黒田担当： 要約文の練習④ 札野担当：漢字・単語クイズ＃4 News Web Easy　今学期の振り返り	レポート提出③（要約文） 講義・演習	配布プリント、ノートの見直し（復習）	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	日本語コミュニケーション	3	505900	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	潟辺　豊, 黒田　譜美, 札野　寛子	101.201	潟辺katabe22@neptune.kanazawa-it.ac.jp; 黒田f-kuroda@neptune.kanazawa-it.ac.jp 札野hfudano@neptune.kanazawa-it.ac.jp	潟辺 月曜　16:30-17:30 黒田 水曜　15:00-16:00 札野 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	この授業では、履修学生の既習日本語能力を勘案の上、学生たちが漢字・語彙・表現（ことわざ・四字熟語も含む）などの知識をさらに増強し活用できるようになるために、より幅広いジャンルの内容による読解と作文学習に取り組む。また、一般人向けオンラインニュース記事（News Web）や古典・文学教材なども利用して、幅広い日本文化・社会的な話題の理解力向上をめざす。
2	コミュニケーションスキル	
3	漢字・語彙・表現知識	
4	日本文化・社会	
5		

授業の概要および学習上の助言

この授業を履修予定の学生AおよびBの間で相当の日本語能力の差が認められるので、45回の授業を担当教員3名で以下のように分担して授業にあたる。成績については、教員間で以下のような分担割合および各評価項目の配分にて判定する。

	学生 A	学生 B
教員間分担割合	潟辺　34%、黒田　66%	潟辺　34%、黒田　33%、札野　33%
試験	潟辺　%、黒田　%	潟辺　%、黒田　%、札野　%
クイズ/小テスト	潟辺　34%、黒田　26%	潟辺　34%、黒田　13%、札野　13 %
レポート	潟辺　%、黒田　40%	潟辺　%、黒田　20%、札野　20 %
成果発表/口頭・実技	潟辺　%、黒田　%	潟辺　%、黒田　%、札野　%
作品	潟辺　%、黒田　%	潟辺　%、黒田　%、札野　%
ポートフォリオ	潟辺　%、黒田　%	潟辺　%、黒田　%、札野　%
その他	潟辺　%、黒田　%	潟辺　%、黒田　%、札野　%

【教科書および参考書・リザーブドブック】

教科書：

札野担当分：奥田純子監修『読む力中上級』くろしお出版2013, 鈴木英子他『どんどんつながる漢字練習帳中級』アルク2017

参考書：

札野担当分：岡まゆみ『中・上級者のための速読の日本語第2版』Japan Times 2013

黒田担当分：増田アヤ子『マンガで学ぶ　日本語上級表現使い分け100』アルク2018

履修に必要な予備知識や技能

・すでに習得した語彙や定型表現、漢字知識
・文章の大意を読み取る力
・論理的な段落構成を作る力
・日本文化や社会に関する話題でディスカッションする基礎的な力

No.	教育目標(DP)（記号表記）	学生が達成すべき行動目標
①	i	新たに学習した語彙や定型表現、漢字を実践的に使うことができる。
②	i	以前より難易度が高くなった文章を読んで、その大意を正しく理解できる。
③	h, i	作文を書くために論理的でかつ効果的な段落構成を作ることができる。
④	h, i	音声や動画、文章情報などで取り上げられる日本文化や社会に関する話題についてディスカッションできる。
⑤	i	各自の日本語力に応じた級の日本語検定問題に対応することができる。
⑥	i	作成上の規定に沿って各種課題を完成し、期限を遵守して提出できる。

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	60	40	0	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	20	10	0	0	0	0	30
	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	20	0	0	0	0	30
	学習に取組む姿勢・意欲	0	0	10	0	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	潟辺担当分：各自の日本語力相応級の日本語検定問題に準じた小テストを２回実施する。 黒田担当分：進出漢字や学習した内容を確かめる小テストを3回実施する。 札野担当分：テキストに沿った新出漢字および指定した語彙について、ただしく理解および産出できるかを4回のクイズ形式で確認する。
	②		
	③		
	④		
	⑤	レ	
	⑥		
レポート	①	レ	黒田担当分：作文の課題を3回課す。 札野担当分：読解テキスト教材を読んで、その内容の要約や自分の考えをまとめた作文課題を7回課する。それらについて、1回目の課題を提出後、誤りなどの修正指導をするので、その書き直しも課題とする。
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥	レ	
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
学習した語彙や定型表現、漢字などの知識を活用して、読解教材などを精力的に読み進め、その内容についてクラス内でディスカッションを行ったり、自分の考えを論理的な段落構成を持つ文章形式で表現することができる。	未習得の語彙や定型表現、漢字などについては、オンライン辞書も活用することで、その意味や用法を理解し、必要に応じて教員からの助けを得ながら、読解教材の内容を理解できる。また、論理構成・段落分けや、話し言葉の誤用など若干問題は見られるものの、おおよその伝えたい内容を文章形式で表現できる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	黒田×学生A:授業概要説明 札野×学生B：授業概要説明、新出漢字、読解練習1-1（導入、本文、タスク）	講義・演習	漢字復習	30
2 ／	黒田×学生A：小論文の練習① 潟辺×学生B：日本語検定問題過去問に取り組む。	講義・演習	学習内容を再確認する（復習）	30
3 ／	潟辺×学生A：日本語検定問題過去問に取り組む。 黒田×学生B：言い方が似ている表現①	講義・演習	学習内容を再確認する（復習）	30
4 ／	黒田×学生A：小論文の練習② 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習1-2（タスク、ディスカッション）	講義・演習	漢字復習、作文	30
5 ／	黒田×学生A：小論文の練習③ 潟辺×学生B：日本語検定問題過去問に取り組む。	講義・演習	学習内容を再確認する（復習）	30
6 ／	潟辺×学生A：日本語検定問題過去問に取り組む。 黒田×学生B：言い方が似ている表現②	講義・演習	学習内容を再確認する（復習）	30
7 ／	黒田×学生A：小論文の練習④ 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習2-1（導入、本文、タスク）	講義・演習	漢字復習、作文修正	30
8 ／	黒田×学生A：小論文の練習⑤ 潟辺×学生B：日本語検定問題過去問に取り組む。	講義・演習	学習内容を再確認する（復習）	30
9 ／	潟辺×学生A：日本語検定問題過去問に取り組む。 黒田×学生B：言い方が似ている表現③	講義・演習	学習内容を再確認する（復習）	30
10 ／	黒田×学生A：小テスト①A 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習2-2（タスク、ディスカッション）	黒田：小テスト①A 講義・演習	漢字復習、作文 漢字単語クイズ準備	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	黒田×学生A：小論文の実践（テーマ型）① 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
12 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現④	講義・演習	学習内容を再確認する（復習）	30
13 ／	黒田×学生A：小論文の実践（テーマ型）② 札野×学生B：漢字・単語クイズ＃1、新出漢字、読解練習3-1（導入、本文、タスク）	講義・演習	漢字復習、作文修正	30
14 ／	黒田×学生A：小論文の実践（テーマ型）③ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
15 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現①～④小テスト	講義・演習 黒田：小テスト①B	学習内容を再確認する（復習）	30
16 ／	黒田×学生A：小論文の実践（テーマ型）④ 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習3-2（タスク、ディスカッション）	黒田：レポート提出①A 講義・演習	漢字復習、作文	30
17 ／	黒田×学生A：小論文の実践（テーマ型）⑤ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
18 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑤	講義・演習	学習内容を再確認する（復習）	30
19 ／	黒田×学生A：小テスト②A 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習4-1（導入、本文、タスク）	黒田：小テスト②A 講義・演習	漢字復習、作文修正	30
20 ／	黒田×学生A：小論文の実践（課題文型）① 潟辺×学生B：小テストに取り組む	潟辺：小テスト・講義	学習内容を再確認する（復習）	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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	潟辺×学生A：小テストに取り組む 黒田×学生B ：言い方が似ている表現⑥	潟辺：小テスト・講義 講義・演習	学習内容を再確認する（復習）	30
22 ／	黒田×学生A：小論文の実践（課題文型）② 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習4-2（タスク、ディスカッション）	講義・演習	漢字復習、作文 漢字単語クイズ準備	30
23 ／	黒田×学生A：小論文の実践（課題文型）③ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
24 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑦	講義・演習	学習内容を再確認する（復習）	30
25 ／	黒田×学生A：小論文の実践（課題文型）④ 札野×学生B：漢字単語クイズ＃2、新出漢字、読解練習5-1（導入、本文、タスク）	黒田：レポート提出②A 講義・演習	漢字復習、作文修正	30
26 ／	黒田×学生A：小論文の実践（課題文型）⑤ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
27 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑧	講義・演習	学習内容を再確認する（復習）	30
28 ／	黒田×学生A：小テスト③A 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習5-2（タスク、ディスカッション）	黒田：小テスト③A 講義・演習	漢字復習、作文	30
29 ／	黒田×学生A：小論文の実践（データ型）① 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
30 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑤～⑧小テスト	講義・演習 黒田：小テスト②B	学習内容を再確認する（復習）	30

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	黒田×学生A：小論文の実践（データ型）② 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習6-1（導入、本文、タスク）	講義・演習	漢字復習、作文修正	30
32 ／	黒田×学生A：小論文の実践（データ型）③ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
33 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑨	講義・演習	学習内容を再確認する（復習）	30
34 ／	黒田×学生A：小論文の実践（データ型）④ 札野×学生B：速読教材でのウォーミングアップ、新出漢字、読解練習6-2（タスク、ディスカッション）	講義・演習	漢字復習、作文 漢字単語クイズ準備	30
35 ／	黒田×学生A：小論文の実践（データ型）⑤ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
36 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑩	講義・演習	学習内容を再確認する（復習）	30
37 ／	黒田×学生A：小論文の実践（自己推薦型）① 札野×学生B：漢字単語クイズ＃3、新出漢字、読解練習7-1（導入、本文、タスク）	講義・演習	漢字復習、作文修正	30
38 ／	黒田×学生A：小論文の実践（自己推薦型）② 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
39 ／	潟辺×学生A：日本語検定問題過去問に取り組む 黒田×学生B：言い方が似ている表現⑪	講義・演習	学習内容を再確認する（復習）	30
40 ／	黒田×学生A：小論文の実践（自己推薦型）③ 札野×学生B ：速読教材でのウォーミングアップ、新出漢字、読解練習7-2（タスク、ディスカッション）	講義・演習	漢字復習、作文 漢字単語クイズ準備	30

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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)
41 ／	黒田×学生A：小論文の実践（自己推薦型）④ 潟辺×学生B：小テストに取り組む	講義・演習 潟辺：小テスト・講義	学習内容を再確認する（復習）	30
42 ／	潟辺×学生A：小テストに取り組む 黒田×学生B：言い方が似ている表現⑫	潟辺：小テスト・講義 講義・演習	学習内容を再確認する（復習）	30
43 ／	黒田×学生A：小論文の実践（自己推薦型）⑤ 札野×学生B：漢字単語クイズ＃4、作文チェック、振り返り	黒田：レポート提出③A 講義・演習	漢字復習、作文修正	30
44 ／	黒田×学生A：小論文の実践（自己推薦型）⑤ 潟辺×学生B：日本語検定問題過去問に取り組む	講義・演習	学習内容を再確認する（復習）	30
45 ／	潟辺×学生A 黒田×学生B：言い方が似ている表現⑨～⑫小テスト	講義・演習 黒田：小テスト③B	学習内容を再確認する（復習）	30

2020 Syllabus

Instructor with "＊"means an instructor with company experience

Field	Course Name	Credits	Course Code	Semester	Class Style
Dept. S General Elective	Overseas English Program	4	506700	First (Intensive)	Experiment/Practice ／ FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2				TBD

Course Objectives

	Keywords	Learning Objectives of the Course
1	Reading	In this course, you will practice and learn English and communicate using basic skills: Listening, speaking, reading, and writing inside and outside of class.
2	Writing	
3	Listening	
4	Speaking	
5	Experiencing American life	

Course Description and Expectations for Students

In the summer vacation of their second year, students are able to experience one month's English training at St. Michael's College in Vermont, USA. While at SMC, students will have opportunities not only to strengthen the four core skills (reading, writing, listening and speaking) but also to interact with people who have different knowledge, culture, values and language through daily exchanges with American students. Through this experience, students will be able to understand diverse values and establish their own ideas.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks:
Reference books:
Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Basic English knowledge.

No.	Program Objectives	Target Abilities for Students
①	d, e	Students will be able to communicate with English native speakers in the U.S.
②	i	Students will be able to comprehend the ways of life in the U.S and participate in it.
③	f	Students will be able to make presentations in front of the class in English.
④	e	Students will be able to identify cultural differences between Japan and the U.S.
⑤	i	Students will be able to improve their English skills through the class at St. Michael's College.
⑥	d, e	Students will be able to make friends with American teenagers.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	10	0	0	40	50	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	0	0	0	10	10	20
	Ability to think, reason and create	0	0	5	0	0	10	10	25
	Collaboration and leadership	0	0	0	0	0	0	10	10
	Announcement / Expression / Communication	0	0	5	0	0	10	10	25
	Attitude and motivation for learning	0	0	0	0	0	10	10	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		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	∠	10%: Essay about the program is required at the end of the course.
	②	∠	
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①	∠	20% Preparations: 1.Watching video on safety instructions and study about a city to visit 2.Document preparation: filling in the forms required for visa application and take class at St. Michael's College 20% Field Trips: Attend field trips in Boston and Montreal
	②	∠	
	③		
	④	∠	
	⑤	∠	
	⑥	∠	
Others	①	∠	50%: Continuous efforts for class work and activities
	②		
	③	∠	
	④	∠	
	⑤	∠	
	⑥	∠	

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Write information in sentences. Write personal information in English. Write sentences using correct grammatical forms, Express ideas clearly orally.	Understand basic English sentence structures and use them to interact with others.

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 ／	Fill out the application form for St. Michael's College	Active Learning	Fill out the application form	60
2 ／	Fill out health history form and immunization record to submit to St. Michael's College	Active Learning	Collect the immunization records from the Mother's book. Fill out the health history and immunization record.	60
3 ／	Fill out forms for visa application	Active Learning	Check the address of junior high school graduated. Fill out the visa application forms.	60
4 ／	Fill out forms at immigrations	Active Learning	Fill out forms at immigration	60
5 ／	Watch a video on safety instructions in the U.S.	Lecture, Active Learning, Self-reflection	Watch a video on safety instructions in the U.S.	60
6 ／	Explanation about the life the U.S.	Lecture, Active Learning, Self-reflection	Explanatory meeting for parents and students	60
7 ／	Improve English Skills with positive participation: listening, reading, speaking and writing	Lecture, Active Learning, Self-reflection	Preparation for the class Participate the class by professors at St. Michael's College	60
8 ／	Visit Montreal, Canada	Lecture, Active Learning, Self-reflection	Study about Montreal Visit Montreal on weekend	60
9 ／	Visit Boston	Lecture, Active Learning, Self-reflection	Study about Boston Visit Boston on weekend	60
10 ／	Write an essay about the program	Lecture, Active Learning, Self-reflection	Fill in an essay sheet Write the essay at the end of the course	60

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 IIA	1	507000	First	Exercises ／Practice / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	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
2	Climbing	Improve the student`s climbing ability in an indoor bouldering room
3	Basketball	Develop basketball skills through drills and practice games
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 Basketball. 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	b	Students will learn the enjoyment of sport to live a balanced life

Evaluation Criteria

	Evaluation Method / Total Percentage	Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
	Total Percentage	0	0	0	50	0	25	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	50	0	25	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	✓	**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 **Basketball: Easy** 4/10 shots from free-throw line, 4/10 Left layup shots, 4/10 Right layup shots, demonstrate 2 attacks. **Score 15/25** **Medium** 6/10 shots from free-throw line, 6/10 Left layup shots, 6/10 Right layup shots, dribble through legs, Demonstrate 4 attacks. **Score 20/25** **Hard** 8+/10 shots from free-throw line, 8+/10 Left Layup shots, 8+/10 Right layup shots, Dribble through legs, Demonstrate 4 attacks. **Score 25/25**
	②		
	③	✓	
	④		
	⑤		
	⑥		
Works	①		
	②		
	③		
	④		
	⑤		
	⑥		
Portfolio	①		**Running log:** 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. Separate from actual run score. **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, 11-12min8/10 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 25/25 points. 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, shoot 8+/10 for free-throws, same for layups, be able to dribble through their legs, and demonstrate 4 types of attack in basketball. 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, shoot 4/10 for free-throws, same for layups, be able to demonstrate 2 attack types in basketball. 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 ／	Welcome Back Syllabus explanation Running 2km Climbing – Safety, endurance training	Lecture and active learning	Read the Syllabus Log run time	30
2 ／	Running 2km Climbing – endurance training	Lecture and active learning	Log run time	10
3 ／	Running 2km Climbing – endurance training	Lecture and active learning	Log run time	10
4 ／	Running 2km Climbing – endurance training	Lecture and active learning	Log run time	10
5 ／	Running 2km Climbing – working on challenges	Lecture and Active Learning	Log run time	10
6 ／	Running 2km Climbing – working on challenges	Lecture and Active Learning	Log run time	10
7 ／	Running 2km Climbing – final demonstration of challenges	Lecture and Active Learning	Log run time	10
8 ／	Running 2km Basketball – shooting and layup, dribbling	Lecture and Active Learning	Log run time	10
9 ／	Running 2km Basketball – shooting, layup, attacks	Lecture and Active Learning	Log run time	10
10 ／	Running 2km Basketball – shooting, layups, attacks, ½ game	Lecture and Active Learning	Log run time	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 Basketball – drills, blocking, game	Lecture and Active Learning	Log run time	10
12 ／	Running 2km Basketball – drills, reverse layup, blocking, game	Lecture and Active Learning	Log run time	10
13 ／	Running 2km Basketball – drills, game	Lecture and Active Learning	Log run time	10
14 ／	Running 2km Basketball – drills, game	Lecture and Active Learning	Log run time	10
15 ／	Running 2km – final. Basketball –demonstration of skills, game	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 IIB	1	507100	Second	Experiment / Practice/ FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	TAKIMOTO Akihiro CADZOW Philip	101. Gym		Fri. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Weight training	Use machines to improve the student's body health, and muscular strength.
2	Indiaca	The student will learn the sport of Indiaca
3	Badminton	The student will develop and improve badminton skills
4	Soft volleyball	The student will learn the sport of Soft Volleyball
5	Focus	

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 4 classes we will focus on Indiaca. Students are expected to enjoy the social sport and work well with other students. The next 7 classes we will be focus on badminton. Students will be expected to treat others in a safe manner, and focus during drills. Then the last 4 classes we will focus on Soft volleyball. Students are expected to enjoy the social sport and work well with other students.

【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 / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	0	60	15	0	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	15	0	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	✓	**Indiaca:** Scored on team communication, serving, passing skills, Scored out of 15 **Badminton**: **Badminton**: Demonstrate understanding of the rules 3/30, Serving 3/30, Lift 3/30, smash 3/30, drive 3/30, drop 3/30, small 3/30, Side to side 3/30, front and back 3/30, corner 3/30. **Soft Volleyball:** Scored on team communication, serving, passing skills, Scored out of 15
	②		
	③	✓	
	④		
	⑤		
	⑥		
Works	①		**Training:** keep a log of how each training session went, marked out of 15, one for each workout.
	②	✓	
	③		
	④		
	⑤		
	⑥		
Portfolio	①		
	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 during the training and any reflections that they have. They will work with their team and show a high degree of skill in the social sports of Indiaca and Soft Volleyball. They will also show good movement and technique in badminton, being able to maneuver their opponent efficiently.	The passing student will keep a log of the training with a short evaluation of how they felt and how it went. They will work with their team in the social sports of Indiaca and Soft Volleyball. They will be able to perform all basic hits in Badminton and display knowledge of the rules.

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 ／	Welcome Back Syllabus explanation Training Indiaca net setup and rules	Lecture and active learning	Log training	10
2 ／	Training Indiaca tournament	Lecture and active learning	Log training	10
3 ／	Training Indiaca tournament	Lecture and active learning	Log training	10
4 ／	Training Indiaca tournament	Lecture and active learning	Log training	10
5 ／	Training Badminton – drop shot	Lecture and active learning	Log training	10
6 ／	Training Badminton – smashes	Lecture and active learning	Log training	10
7 ／	Training Badminton – drills, games	Lecture and active learning	Log training	10
8 ／	Training Badminton – drills, games	Lecture and active learning	Log training	10
9 ／	Training Badminton – drills, singles games	Lecture and active learning	Log training	10
10 ／	Training Badminton – drills, singles games	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 Badminton – singles games, final demonstration of singles skills	Lecture and active learning	Log training	10
12 ／	Training Soft volleyball – how to play	Lecture and active learning	Log training	10
13 ／	Training Soft volleyball – tournament	Lecture and active learning	Log training	10
14 ／	Training Soft volleyball – tournament	Lecture and active learning	Log training	10
15 ／	Training Soft volleyball – tournament	Lecture and active learning	Log training	10

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Ⅱ	1	507500	前学期	実験・実習／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	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	芸術分野の作品鑑賞を通し、作品に込められた作者の意図あるいは制作に至った経緯、制作行程などから芸術の創造に対する思慮を深め、観察力・洞察力を養う。それらを体験した学生は、次に自己が表現者となり、個々の表現物についての言語化を図りながら、論理的思考能力を養う。最終的には、ビジュアル表現による変換をもって、理論と感性の調和による高度な成果の創出ができることを目標とする。エンジニアとして幅広い視野をもち、創造性の発揮と自己解決に至るため、気づき能力と具現化能力の育成を行うためである。
2	着眼点	
3	発想	
4	デザインプロセス	
5		

授業の概要および学習上の助言

①アイデアの言語化
創造力を高めるために広い視野をもつ重要性を理解する。
創造力を高めるために多くの情報をもつ重要性を理解する。
創造したものの有効性なものに導くための論理的思考をする。

②アイデアの視覚化による思考
創造力を高めるためには視覚化することが重要であることを理解する。（スケッチやモデルによる思考展開）

③アイデアの伝達
自分の作品における思いを表現し、それを伝達するスキルを磨く。

④作品の鑑賞
15 週は全員の作品をスクリーンで発表し、講評を受ける。これは自分以外の全作品を見て、評価し合うことでお互いの創造力を刺激し高めることを目的としている

【教科書および参考書・リザーブドブック】
教科書：
参考書：
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：

履修に必要な予備知識や技能

丁寧に考え、丁寧に作ろうとする姿勢が必要です。
グラフィックソフトを使用するので作業時に使えるように復習しておくことが必要です。
全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	f	表現者の創造的活動への思いを理解することができる
②	g	様々な角度からものごとを観察し、考えることができる
③	g	何が有効なアイデアなのかを見極めることができる
④	f	重要なポイントを整理し、簡潔に表現することができる
⑤	i	グラフィックソフトで何が出来るかを理解することができる
⑥	f,g,i	パネル化による視覚伝達を通して伝達スキルの重要性と有効性を理解できる

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	40	25	25	10	0	100
総合力指標	知識を取り込む力	0	0	10	0	0	5	0	15
	思考・推論・創造する力	0	0	20	15	10	0	0	45
	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	5	5	10	0	0	20
	学習に取組む姿勢・意欲	0	0	5	5	5	5	0	20

※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	アイデアを確定するまでの内容とプロセスを評価 対象：１週～４週の課題
	②	レ	
	③	レ	
	④		
	⑤		
	⑥		
成果発表 （口頭・実技）	①		コンセプトを反映したモデルによる具現化を評価 対象：５週～９週の課題
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
作品	①		グラフィックによる視覚伝達スキルと内容を評価 対象：１０週～１５週の課題
	②		
	③		
	④	レ	
	⑤	レ	
	⑥	レ	
ポートフォリオ	①	レ	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	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
①構成力：深い思考による有効なアイデアとストーリー設定ができる ②展開力：思い描いたアイデアを有効な形に具現化することができる（モデル化） ③具現化：グラフィックソフトを介し優れた商品イメージを作る事ができる（完成イメージ） ④伝達力：グラフィックソフトを多様な場面で有効に利用することができる ⑤総合力：自分の発想内容をとても理解しやすく表現し伝える事ができる	①構成力：①アイデアとストーリー設定ができる ②展開力：思い描いたアイデアを形に具現化することができる（モデル化） ③具現化：グラフィックソフトを介し商品イメージを作る事ができる（完成イメージ） ④伝達力：グラフィックソフトを利用することができる ⑤総合力：自分の発想内容を表現し伝える事ができる

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 芸術分野の思想とものづくりの思想について 調査① 地域文化を通じ芸術や思想を理解する	講義 レポート インフォグラフィックによる構造の視覚化	予習： 復習：調査のまとめ	20
2 ／	調査② テーマについての情報収集とまとめ	講義 インフォグラフィックによる構造の視覚化	予習：調査のための準備 復習：調査の継続	30
3 ／	芸術や文化と思想を理解し、自らの考えを表現① アイデアをストーリーとしてまとめる	講義 インフォグラフィックによる構造の視覚化	予習：キーワードの抽出 復習：ストーリーの完成	130
4 ／	芸術や文化と思想を理解し、自らの考えを表現① 言語化したアイデアを視覚表現する	講義 スケッチ、モデル作成	予習：テーマの決定 復習：アイデアスケッチ完成	30
5 ／	芸術や文化と思想を理解し、自らの考えを表現① 言語化したアイデアを視覚表現する	講義 モデル作成	予習：制作計画をたてる 復習：アイデアを展開する	30
6 ／	芸術や文化と思想を理解し、自らの考えを表現① 言語化したアイデアを視覚表現する	講義 モデル作成	予習：制作計画のチェック 復習：作業遅延分の実施	30
7 ／	芸術や文化と思想を理解し、自らの考えを表現① 言語化したアイデアを視覚表現する	講義 モデル作成	予習：制作計画のチェック 復習：作業遅延分の実施	30
8 ／	芸術や文化と思想を理解し、自らの考えを表現① 言語化したアイデアを視覚表現する	講義 モデル作成	予習：制作計画のチェック 復習：１次モデルを完成する	30
9 ／	芸術や文化と思想を理解し、自らの考えを表現① 個々のモデルを評価 多様な意見を理解し俯瞰的に本質を見つめ、思考する モデルのブラシュアップ	講義 スケッチ、モデル作成	予習：計画のチェック 復習：改良モデルを完成する	30
10 ／	芸術や文化と思想を理解し、自らの考えを表現② 相手の納得や感動を引き出す表現力(思考の概念図化) 合成データ作成（完成イメージ）	講義 合成作業	予習：ソフトの使い方について 復習：作業遅延分の実施	40

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	芸術や文化と思想を理解し、自らの考えを表現② 合成データ作成（完成イメージ）	講義 合成作業	予習：制作計画のチェック 復習：作業遅延分の実施	30
12 ／	芸術や文化と思想を理解し、自らの考えを表現② 伝達手段を学びまとめる グラフィックコミュニケーション （パネルデータ作成）	講義 パネルデータ作業	予習：制作計画のチェック 復習：作業遅延分の実施	30
13 ／	芸術や文化と思想を理解し、自らの考えを表現③ 伝達手段を学びまとめる グラフィックコミュニケーション （パネルデータ作成）	講義 パネルデータ作業	予習：制作計画のチェック 復習：作業遅延分の実施	30
14 ／	芸術や文化と思想を理解し、自らの考えを表現③ 伝達手段を学びまとめる グラフィックコミュニケーション （パネルデータ作成）	講義 パネルデータ作業	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	15
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II	1	507700	前学期	実験・実習 ／ 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	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	グローバルイノベーターとして国際社会で活躍するには、異文化の人々と協働の際のコミュニケーションが大切である。そのコミュニケーションを豊かで強力なものにするには、表現力が不可欠である。本授業では、歌唱、ナレーション、プレゼンテーションなどを学び体験し、各学生が独創的で強力な表現力を身につけることを目標とする。
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

一年次で受講したパフォーミングアーツＩの内容をさらに拡大し表現力を身につける。一年次で学習した正しい発声法を用いての歌唱を引き続き行うことにする。スタンダードナンバー、Ｊ－ＰＯＰ、ミュージカルナンバー、アニメソングなどを練習する。また、プレゼンテーション技術やアニメの吹き替えなども学び体験する。人前で発表することへの恥ずかしさを乗り越え挑戦を続けていく。クラスメイトのパフォーマンスに対して、常に敬意をもちまた前向きなアドバイスや感想が述べられるクラス環境と人間関係を構築する努力をお互い行うことが大切である。

【教科書および参考書・リザーブドブック】
教科書：
参考書：
ﾘｻﾞｰﾌﾞﾄﾞﾌﾞｯｸ：

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	ナレーションや朗読ができるようになる。
③	i	歌唱やプレゼンテーションの際の表現技術を身につけ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まじめに敬意をもって鑑賞できるようになる。
⑤		
⑥		

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	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歌唱、プレゼンテーション、朗読、楽器演奏、ダンスなどの態度、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の発表時における態度、表現力、伝達力を評価する。 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の発表時における取り組み、姿勢、意欲、工夫を評価する。 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、恥ずかしがらす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。 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。	各授業での課題のパフォーマンスを、勇気をもって挑戦することができる。 最後の授業での発表会のための準備と練習を行い、自分なりの表現力をもってパフォーマンスをやり遂げることができる。

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	発声練習 Lemonの理解 歌唱に挑戦 Lemon	講義、発声、歌唱		
2 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 Lemon	練習、歌唱、鑑賞	Lemon を歌う	15
3 ／	課題曲の理解 発声練習 歌唱に挑戦 学生選曲の課題曲（１）	講義、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 学生選曲の課題曲（１）	練習、歌唱、鑑賞	次回の課題曲（２）を聴く 課題曲（１）を歌う	30
5 ／	課題曲の理解 発声練習 歌唱に挑戦 学生選曲の課題曲（２）	講義、発声、歌唱	発表練習を行う	15
6 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 学生選曲の課題曲（３）	練習、歌唱、鑑賞	次回の課題曲（３）を聴く 課題曲（２）を歌う	30
7 ／	課題曲の理解 発声練習 歌唱に挑戦 学生選曲の課題曲（３）	講義、発声、歌唱	発声練習を行う	15
8 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 学生選曲の課題曲（３）	練習、歌唱、鑑賞	課題曲（３）を歌う	30
9 ／	吹替えを理解 吹替えの鑑賞	講義、鑑賞		
10 ／	吹替えの練習 吹替えの発表 吹替えの鑑賞	練習、吹替え実演、鑑賞	次回の課題曲（４）を聴く	

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、ＧｏｏｄＷｏｒｋ！」**：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下さい。

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 ／	課題曲の理解 発声練習 歌唱に挑戦 学生選曲の課題曲（４）	講義、発声、歌唱	発声練習を行う	15
12 ／	歌唱の練習 歌唱の発表 歌唱の鑑賞 学生選曲の課題曲（４）	練習、歌唱、鑑賞	課題曲（４）を歌う	15
13 ／	発声練習 柔軟体操 話し方理解 スピーチ鑑賞	発声、柔軟体操、講義、鑑賞		
14 ／	スピーチ練習 スピーチ発表 スピーチ鑑賞	練習、スピーチ、鑑賞	パフォーマンス発表の準備と練習	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 IIA	2	508000	First	Experiment/Practice FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	MATSUSHITA, Omihito/ OGAWA, Hayato/ KODAKA, Arihiro/YAMAZAKI, Shuntaro	101.201		Mon – Friday: 4:30 – 5:30 pm

Course Objectives

	Keywords	Learning Objectives of the Course
1	Problem-solving	In this course, students will practice with a problem-solving project, creating locally appropriate solutions and added values around Hakusanroku area. The students will learn the approaches to project planning, user research, and idea generation utilizing its local resources. The students will also cultivate abilities to find real problems with deeper insights and develop communication skills to propose solutions to communities appropriately.
2	Locally appropriate solutions	
3	Project planning	
4	User research	
5	Communication skills	

Course Description and Expectations for Students

The class consists of the following phases through the problem-solving projects themed under the societal, natural, or industrial environments of Hakusanroku area.
Phase 1: Understanding the local resources and their values.
Phase 2: Defining a Project Scope
Phase 3: Project Planning & Idea generation

Advice on taking this class
- Act with appropriate manners and behaviors as important aspects of conducting research in local areas.
- Submit assignments on time. There will be penalty points if you are late to submit your assignments.
- 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.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: None
Reference books: None
Reserved books: None

Knowledge/Skills Needed to Take This Course (Prerequisites)

EDIA & IB: Team, task, and time management skills.
Understanding of design and user research methodology and mindsets.

№	Program Objectives	Target Abilities for Students
①	b, e, h	Students will be able to analyze issues from different perspectives which the local communities face.
②	a, d, g	Students will be able to generate locally appropriate solutions to problems with teams.
③	a, d, g	Students will be able to make their prototype concept plans to convey their important ideas.
④	f	Students will be able to deliver their findings and ideas effectively.
⑤	c, d	Students will be able to practice a problem-solving project efficiently using proper management methods.
⑥	i	Students will be able to show their attitudes to reflect on their own work objectively.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	50	20	20	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	10	5	5	2	0	22
	Ability to think, reason and create	0	0	10	5	5	2	0	22
	Collaboration and leadership	0	0	10	0	5	2	0	17
	Announcement / Expression / Communication	0	0	0	10	5	2	0	17
	Attitude and motivation for learning	0	0	20	0	0	2	0	22

※ 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	レ	Reports will include either individual or group reflections about the site-visits, project progress reports, final reports including slides, and personal reflection on own learning experience. The format of the report will be announced by the instructors.
	②	レ	
	③		
	④	レ	
	⑤	レ	
	⑥	レ	
Presentation	①	レ	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	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
Works	①	レ	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	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
Portfolio	①		Students will enter weekly portfolio self-reflection in Manaba.
	②		
	③		
	④		
	⑤	レ	
	⑥	レ	
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, locally appropriate 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 locally appropriate 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 Design Research - Interview and observation methods	Lecture and group work	Prepare as instructed	
2 ／	- Guidance for site-visits - Copyright and documentation	Lecture and group work	Finish class assignments and reflection	20
3 ／	The traditional lifestyle of the local area - Visit local folklore museum - Local tourism	User interviews and observation	Prepare as instructed	15
4 ／			Finish class assignments and reflection	30
5 ／	Local lifestyles: now and then - Capturing the key insights of lifestyles - Documentation review	Lecture and group discussion	Prepare as instructed	15
6 ／		Lecture and group discussion	Finish class assignments and reflection	20
7 ／	Local traditional culture and history - Visit local historical museum for a traditional puppet show - Relating population	- User interviews and observation	Prepare as instructed	15
8 ／		- User interviews and observation	Finish class assignments and reflection	30
9 ／	Traditional handcraft industry and history - Visit the cypress handcraft workshop - Relating population.	- User interviews and observation	Prepare as instructed	15
10 ／		- User interviews and observation	Finish class assignments and reflection	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 ／	The use of local natural resources for business, - Visit aroma purification workshop - Relating population - Entrepreneurship and local revitalization	- User interviews and observation	Prepare as instructed	15
12 ／		- User interviews and observation	Finish class assignments and reflection	20
13 ／	- Capturing the key insights of local traditions, cultures, and business - Documentation review	Lecture and group discussion	Prepare as instructed	15
14 ／			Finish class assignments and reflection	20
15 ／	Project Theme Discussion - Sharing key findings and insights from interviews and observation	Lecture and group discussion	Prepare as instructed	15
16 ／		Lecture and group discussion	Finish class assignments and reflection	20
17 ／	Organizing project teams - Defining a project focus area - Planning a project scope Review Team management and Leadership skills	Lecture and group discussion	Prepare as instructed	15
18 ／		Lecture and group discussion	Finish class assignments and reflection	20
19 ／	Project Planning 1 Setting a project scope	Lecture and group discussion	Prepare as instructed	15
20 ／	- Understand the user experiences around the focus areas: Conduct more focused observation and interview as needed.	Lecture and group discussion	Finish class assignments and reflection	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 ／	Project Planning 2 Information analysis and defining problems - Understand the current situations to generate insights	Lecture and group discussion	Prepare as instructed	15
22 ／	- Understand the user experiences around the focus areas: Conduct more focused observation and interview as needed.	Lecture and group discussion	Finish class assignments and reflection	20
23 ／	Project Planning 3 Defining problems and generating ideas to solve problems - Understand the key stakeholders around the solutions	Lecture and group discussion	Prepare as instructed	15
24 ／		Lecture and group discussion	Finish class assignments and reflection	20
25 ／	Project Planning 4 Develop ideas to solve problems - Understand the key stakeholders around the solutions	Lecture and group discussion	Prepare as instructed	15
26 ／		Lecture and group discussion	Finish class assignments and reflection	20
27 ／	Project Planning 5 Improving ideas to solve problems - Understand key activities and touch points of users and service providers.	Lecture and group discussion	Prepare as instructed	15
28 ／		Lecture and group discussion	Finish class assignments and reflection	20
29 ／	Final Presentation: - Deliver the key findings, insights, concepts of products and services, including feedback from potential users if possible.	Presentation	Prepare for the presentation	60
30 ／	- Present the next design planning - Self-reflection and realizing the outcome of the activity from the portfolio entries	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 IIB	2	508100	Second	Experiment/Practice FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	MATSUSHITA, Omihito/OGAWA, Hayato/ KODAKA, Arihiro/YAMAZAKI, Shuntaro	101.201		Mon – Friday: 4:30 – 5:30 pm

Course Objectives

	Keywords	Learning Objectives of the Course
1	Problem-solving	The students will learn the approaches to implement the locally appropriate solutions, evaluate the effectiveness of solutions, their iteration, and sustainable implementation of their projects. The students will also cultivate a sense of ethics as a part of a local community and autonomy by reflecting on own involvement with the locals and on own actions to take.
2	Locally appropriate solutions	
3	Societal, natural, industrial environment	
4	Project planning	
5	Communication skills	

Course Description and Expectations for Students

The students will continue their regional problem-solving projects from Engineering Design 2A. The class consists of the following phases.
Phase 1: Solution prototyping and simulation
Phase 2: Solution implementation and evaluation
Phase 3: Project sustainability.

Advice on taking this class
- Act with appropriate manners and behaviors as important aspects of implementation and evaluation in local areas.
- Submit assignments on time. There will be penalty points if you are late to submit your assignments.
- 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. Practice what they have planned to do in design research, ideation, prototyping, and evaluation stages.

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: None
Reference books: None
Reserved books: None

Knowledge/Skills Needed to Take This Course (Prerequisites)

EDIA & IB: Team, task, and time management skills.
Understanding of design and user research methodology and mindsets.
EDIIA: Understanding local issues
ECIIA: Understanding the ethics of SDGs and local issues

№	Program Objectives	Target Abilities for Students
①	d, e, g	Students will be able to co-create prototypes to better solve problems with stakeholders.
②	f	Students will be able to deliver the user experience stories using their solutions.
③	a, b, g	Students will be able to critically evaluate their solutions for better improvement.
④	g, h	Students will be able to create a possible roadmap to sustain their project.
⑤	c, d	Students will be able to implement a problem-solving project using proper management methods.
⑥	i	Students will be able to show their attitudes to reflect on their own work objectively.

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	30	40	20	10	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	10	15	5	2	0	32
	Ability to think, reason and create	0	0	10	15	5	2	0	32
	Collaboration and leadership	0	0	0	5	0	2	0	7
	Announcement / Expression / Communication	0	0	5	5	10	2	0	22
	Attitude and motivation for learning	0	0	5	0	0	2	0	7

※ 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 either individual or group reflections about the co-creation and evaluation progress reports, final reports including slides, and personal reflection on own learning experience. The format of the report will be announced by the instructors.
	②		
	③	✓	
	④		
	⑤	✓	
	⑥	✓	
Presentation	①	✓	Students will give oral project progress and the final report 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 co-create effective locally appropriate solutions with stakeholders. - Student can evaluate their solutions effectively and critically to propose better iteration and sustainability plans. - Students can effectively work together with the team for a project.	- Student can co-create locally appropriate solutions with stakeholders. - Student can evaluate their solutions to propose better iteration. - 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 - Project reflection and set the goals of the projects	Lecture and group work	Prepare as instructed	
2 ／	Simulation & prototyping 1 - Visualizing the key interactions of stakeholders and product/services	Lecture and group work	Finish class assignments and reflection	20
3 ／	Simulation & prototyping 2 - Visualizing the key interactions of stakeholders and product/services	Lecture and group work	Prepare as instructed	15
4 ／		Lecture and group work	Finish class assignments and reflection	20
5 ／	Simulation & prototyping 3 - Visualizing the key interactions of stakeholders and product/services - Create user scenarios and stories of the key interactions among users, stakeholders, and products/services.	Lecture and group work	Prepare as instructed	15
6 ／		Lecture and group work	Finish class assignments and reflection	20
7 ／	Simulation & prototyping 4 - Visualizing the key interactions of stakeholders and product/services - Create user scenarios and stories of the key interactions among users, stakeholders, and products/services.	Lecture and group work	Prepare as instructed	15
8 ／		Lecture and group work	Finish class assignments and reflection	20
9 ／	Presentation and Review - Deliver the key interactions among users, stakeholders, and products/services.	Project progress presentation	Prepare for the progress presentation	60
10 ／		Lecture and group work	Finish class assignments and reflection	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 ／	Project implementation and evaluation 1 - Conduct usability test. - Improve ideas and prototypes based on the feedback from stakeholders.	Lecture and group work	Prepare as instructed	15
12 ／		Lecture and group work	Finish class assignments and reflection	20
13 ／	Project implementation and evaluation 2 - Conduct usability test. - Improve ideas and prototypes based on the feedback from stakeholders.	Lecture and group work	Prepare as instructed	15
14 ／		Lecture and group work	Finish class assignments and reflection	20
15 ／	Project implementation and evaluation 3 - Conduct usability test. - Improve ideas and prototypes based on the feedback from stakeholders.	Lecture and group work	Prepare as instructed	15
16 ／		Lecture and group work	Finish class assignments and reflection	20
17 ／	Project implementation and evaluation 4 - Conduct usability test. - Improve ideas and prototypes based on the feedback from stakeholders.	Lecture and group work	Prepare as instructed	15
18 ／		Lecture and group work	Finish class assignments and reflection	20
19 ／	Presentation and Review - Make the implementation and evaluation progress reports and plans. - Refine design from feedback	Project progress presentation	Prepare for the progress presentation	60
20 ／	- Expand view of solution effect and causes	Lecture and group work	Finish class assignments and reflection	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 ／	Project sustainability 1 - Improve user interface and maintenance. - Hardware software upgradability analysis - Product adaptability in the market.	Lecture and group work	Prepare as instructed	15
22 ／		Lecture and group work	Finish class assignments and reflection	20
23 ／	Project sustainability 2 - Improve user interface and maintenance. - Hardware software upgradability analysis Product adaptability in the market.	Lecture and group work	Prepare as instructed	15
24 ／		Lecture and group work	Finish class assignments and reflection	20
25 ／	Project sustainability 3 - Improve user interface and maintenance. - Hardware software upgradability analysis Product adaptability in the market.	Lecture and group work	Prepare as instructed	15
26 ／		Lecture and group work	Finish class assignments and reflection	20
27 ／	Project sustainability 4 - Improve user interface and maintenance. - Hardware software upgradability analysis Product adaptability in the market.	Lecture and group work	Prepare as instructed	15
28 ／		Lecture and group work	Finish class assignments and reflection	20
29 ／	Final Presentation - Deliver the key findings, insights, concepts of products and services, including implementation and evaluation reports. - Present prospective project continuity plan	Presentation	Prepare for the presentation	60
30 ／	- Self-reflection and realizing the outcome of the activity from the portfolio entries	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 Context IIA	1	508900	First	Lecture FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	YAMAZAKI, Shuntaro, OGAWA,Hayato, HALIM, Hazwan	101.201		Mon. 16:30-17:30

Course Objectives

	Keywords	Learning Objectives of the Course
1	Sustainable Development Goals (SDG)	Students first learn the ethics of the SDGs. After that, students will visit the SDGs practice sites and students will understand the essence of local revitalization activities in Japan. As an example of local revitalization, learn about a wild animal damage control robot and learn its control technology using Arduino. The students will construct a field experimental setup for verifying the effect and hand over the results to ED2A / B PBL classes.
2	Regional revitalization	
3	Engineering ethics	
4	IoT	
5	Robotics	

Course Description and Expectations for Students

Global innovators are required to have ethics and code of conduct to realize a sustainable society. Therefore, in this class, after understanding SDGs, learn through ethics and thinking methods indispensable for this promotion through several simulation games. In addition, students will also learn about general topics such as IoT and sensing technology, which are indispensable for achieving the goals of SDGs through several projects.

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.
・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)

No.	Program Objectives	Target Abilities for Students
①	b,e,g,h	Students will be able to understand the ethics to realize the sustainable society that SDGs are aiming for.
②	b,e,g,h	Students will be able to understand policies that promote regional revitalization.
③	a,h,i	Students will be able to understand the role of IoT in sustainable society.
④	a,h,i	Students will be able to implement Arduino for robotics.
⑤		
⑥		

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	0	50	0	50	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	15	0	10	0	0	25
	Ability to think, reason and create	0	0	20	0	10	0	0	30
	Collaboration and leadership	0	0	0	0	20	0	0	20
	Announcement / Expression / Communication	0	0	5	0	0	0	0	5
	Attitude and motivation for learning	0	0	10	0	10	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		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	レ	Evaluate performance of report regarding SDGs site tour and experimental setup.
	②	レ	
	③		
	④		
	⑤		
	⑥		
Presentation	①		
	②		
	③		
	④		
	⑤		
	⑥		
Works	①		Evaluate each student's work in the programming of the robot and experimental setup.
	②		
	③	レ	
	④	レ	
	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 understand the policy of SDGs and regional revitalization in Japan. Students understand the current status of life, culture, work, population, and symbiosis with nature in Hakusan-roku area. Students understand the implementation of the experimental setup of wild animal damage control robotics. Students have motivation to design and conduct a project in ED2A/B.	Students understand the abstract of SDGs and regional revitalization in Japan. Students understand the current status of life, culture, and symbiosis with nature in Hakusan-roku area. Students understand the implementation of the experimental setup of wild animal damage control robotics. Students have motivation to design and conduct a project in ED2A/B.

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 guidance Ice break with the SDGs de 地方創生 Card Game	- Learn SDGs through a card game.		
2 ／	Introduction to SDGs - Back casting and trade off - Declining population and regional revitalization - Relating population and regional CES - Guidance of SDGs site tour	- Lecture and group work		
3 ／	SDGs site tour 1 - Strawberry Farm Hakusan - Relating population - Renewable energy - Regional revitalization with local capital	- Excursion - Report writing	Students are to write a site tour report in Learning Session	30
4 ／	SDGs site tour 2 - Hunting and Gibier factory - Relating population - Regional revitalization with local capital - Symbiosis with nature	- Excursion - Report writing	Students are to write a site tour report in Learning Session	30
5 ／	SDGs site tour 3 - Geopark in Hakusan - Symbiosis with nature - Regional revitalization with local capital - Eco-tourism and relating population	- Excursion - Report writing	Students are to write a site tour report in Learning Session	30
6 ／	SDGs site tour 4 - 白山麓活性化協議会 - Regional revitalization with local capital - Symbiosis with nature - Wild animal damage control	- Excursion - Report writing	Students are to write a site tour report in Learning Session	30
7 ／	Wild animal damage control with robotics - Research activities in KIT - Field test plan in Hakusan	-Excursion -Data collection -University teacher lecture	-background research	30
8 ／	IoT for robotics -IOT Introduction presentation Learn Arduino 1	-Introduction to IOT and Arduino -Software install and preparation	Arduino familiarization assignment	30
9 ／	Learn Arduino 2 -ESP8266 WIFI module introduction and spec Project 1	-ESP8266 WIFI module introduction and spec Project 1	1st exercise and data collection simulation	30
10 ／	Learn Arduino 3 -Project 2	-Collect data from sensor and analyses -project 2 explanation	2nd exercise with sensors	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 ／	Robotics for wild animal control 1 - Field experimental setup	-Field research -initial communication and test program	-Field research data set organization	30
12 ／	Robotics for wild animal control 2 - Field experimental setup			
13 ／	Robotics for wild animal control 3 - Field experimental setup			
14 ／	Robotics for wild animal control 4 - Field experimental setup			
15 ／	Report writing of the field experiment Transfer to ED2B Self review and Portfolio			

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 II B	1	509000	Second	Lecture FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	TAN, Kah Keng, YAMAZAKI, Shuntaro, TAYLOR, James	101.201		Wed. 8:40-10:20

Course Objectives

	Keywords	Learning Objectives of the Course
1	Sustainable Development Goals (SDG)	Students will learn the basic knowledge required for the project conducted in the ED IIA / B class. This enables students to understand the business skill based on the ethics of the SDGs and the importance of intellectual property, which is essential for using ideas in business.
2	Business Design and Model	
3	Global Strategy	
4	Patents	
5		

Course Description and Expectations for Students

For students to become global innovators, they will need to cover a wide range of topics such as understanding different domestic and international environments, opportunity cost (trade-offs) and global strategies. In this course, students will learn how businesses impact society and nature. Students will learn through case studies of real world companies on how they affect society, nature and their respective industry. In addition, students will also understand the importance of Intellectual Property (IP) as it applies to businesses and to the engineers that create them.

【Required Materials (textbooks, reference books, reserved books)】

Textbooks:

Reference books:

Reserved books:

Knowledge/Skills Needed to Take This Course (Prerequisites)

Engineering ethics, Logical thinking, Literature research, Debate, Report writing

№	Program Objectives	Target Abilities for Students
①	b,h	Students will be able to understand the business goals of the SDGs projects
②	b,g,i	Students will be able to understand what is business design and how to create a business strategy
③	g,h,i	Students will be able to understand how intellectual property and patents affect businesses
④	d,f	Students will be able to apply course concepts to help the local community
⑤		
⑥		

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	20	20	20	10	10	20	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	20	5	5	2	5	0	37
	Ability to think, reason and create	0	0	5	5	0	0	10	20
	Collaboration and leadership	0	0	0	0	4	0	10	14
	Announcement / Expression / Communication	0	0	10	10	4	0	0	24
	Attitude and motivation for learning	0	0	0	0	0	5	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		
	②		
	③		
	④		
	⑤		
	⑥		
Quizzes	①		Students will complete the class quizzes for 1) Business Model and Design: Organization Types of domestic and international, 2) Global Strategy: Supply Chain Outsourcing 1, 3) Global Strategy: Supply Chain Outsourcing 2 to evaluate their understanding of the above subjects Ability to capture knowledge / 100%
	②	レ	
	③		
	④	レ	
	⑤		
	⑥		
Report	①	レ	Students will write a business plan, which will be graded on task achievement and coherence. Ability to capture knowledge / 25% Ability to think, reason and create / 25% Announcement/Expression/Communication / 50%
	②	レ	
	③		
	④	レ	
	⑤		
	⑥		
Presentation	①	レ	Students will give an oral report on unconscious bias in product design and another on an assigned company, which will be graded on content, cohesion, coherence, and clarity. Ability to capture knowledge / 25% Ability to think, reason and create / 25% Announcement/Expression/Communication / 50%
	②	レ	
	③		
	④	レ	
	⑤		
	⑥		
Works	①	レ	Through the SDGs card games, the negotiation and communication skills will be evaluated. Ability to think / 20% Collaboration and leadership / 40% Communication / 40%
	②		
	③		
	④	レ	
	⑤		
	⑥		
Portfolio	①		Through the portfolio assessment, students will be evaluated for their understanding of intellectual property and organization type. Ability to capture knowledge / 50% Attitude and motivation for learning / 50%
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		
Others	①		Student will create documentations and copy right logos for their project use. Ability to think / 50% Collaboration and leadership / 50%
	②	レ	
	③	レ	
	④	レ	
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
Students understand the business goals of the SDGs projects, the business design, the creation of a business strategy, and the importance of intellectual property for businesses. Based on these understanding, students can apply the concept of this course in Engineering Design II classes.	Students understand the abstract of the SDGs projects, the business design, the creation of a business strategy, and the importance of intellectual property for businesses. Based on these understanding, students can apply the concept of this course in Engineering Design II classes.

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: Class Introduction SDGs review: Learn the ethics of SDGs	Introduction to Engineering Context 2B Students will learn the ethics of SDGs with 2030SDGs card game.		
2 ／	Unconscious Bias: Unconscious bias in product design	Students will consider real examples of unconscious bias in product design	Prepare a short presentation on unconscious bias in product design	30
3 ／	Unconscious Bias: Unconscious bias in product design	Students will research and report on unconscious bias in product design	Complete classwork	30
4 ／	Business Engineering: Work in tandem with their Engineering Design Class	Students will work on the business side of their Engineering Design 2B project.	Copy right logo and documentation	30
5 ／	Business Model and Design: Organization Types of domestic and international	Students will learn the different types of business models and organization	Complete Classwork	20
6 ／	Business Model and Design: Retail vs e-Commerce	Students will consider the differences between traditional and online commerce, and the advantages and disadvantages of both	Prepare a short oral report on an assigned company	30
7 ／	Business Model: Understand what a business model is	Students will learn how to create a business strategy	Complete classwork	30
8 ／	Business Strategy: Business Plans	Students will write a business plan	Complete written business plan	30
9 ／	Business Model and Design: Marketing and Sales Intellectual Property: Copyright and patent	Students will learn the different components of marketing. Students will review real world business strategies Students will learn the importance of intellectual property for business	Portfolio in manaba regarding intellectual property	10
10 ／	Global Strategy: Supply Chain Outsourcing 1	Students will understand the benefits and challenges of a global strategy	Complete Classwork	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 ／	Global Strategy: Supply Chain Outsourcing 2	Students will understand the benefits and challenges of a global strategy	Complete Classwork	20
12 ／	Business Engineering: Work in tandem with their Engineering Design Class	Students will work on the business side of their Engineering Design 2B project.	Copy right logo creation and documentation	30
13 ／	Debate: Learn the debate	Students will learn the skill of debate and prepare for the debate session in the final class. The subject will be based on the business design and strategy.	Subject of the debate	30
14 ／	Debate: Prepare for the debate	Students will prepare for the debate in the final class.	Subject of the debate	30
15 ／	Debate: Debate session	Students will debate in terms of the given subject.		

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 IIA	1	509700	First	Exercises / FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	SONGER, Robert TAN, Kah Keng	101.201		16:30 - 17:30 (Mon. to Fri.)

Course Objectives

	Keywords	Learning Objectives of the Course
1	JavaScript Programming	Computer programming and computational thinking have been identified as essential skills in the 21st century. In this course, students will examine fundamental concepts of computer programming with JavaScript, a language that complements their prior knowledge of HTML and CSS. They will also practice applying programming knowledge to other areas of stem and creative areas such as 2D animation.
2	Adobe Animate CC	
3	Interactive 2D Animation	
4		
5		

Course Description and Expectations for Students

Computer programming has become essential in almost every field. Programs are used everywhere from performing routine tasks to solving complex problems. This course will introduce students to computer programming using JavaScript. Students will be able to apply their programming knowledge through creating interactive animations.

- Have laptops ready before class starts
- Check Manaba and download all required files
- Submit assignments on time
- Do not be afraid to ask questions
- Do not be afraid to challenge yourself
- Save your work often

【Required Materials (textbooks, reference books, reserved books)】
Textbooks: "JavaScript: Absolute Beginner's Guide", Que Publishing
Reference books: None
Reserved books: None

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students must be able to use a PC to manage files and software. They must also have a basic understanding of how modern websites are created with HTML and CSS. In addition to this knowledge, students must also be able to discover and use various resources for learning some new Information Technology (IT) topic.

No.	Program Objectives	Target Abilities for Students
①	b	Recognize the importance of computational thinking in the modern world
②	h	Identify basic concepts of computer programming
③	a, h	Apply computer programming skills to other STEM fields
④	h	Understand the basic concepts of 2D animation
⑤	a, h	Create interactive media using 2D animation and computer programming
⑥	e, f	Express oneself through creating interactive animations

Evaluation Criteria

Evaluation Method / Total Percentage		Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
Total Percentage		0	20	20	20	40	0	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	10	0	0	10	0	0	20
	Ability to think, reason and create	0	10	10	10	10	0	0	40
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	10	10	0	0	20
	Attitude and motivation for learning	0	0	10	0	10	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	ㄴ	Students will take quizzes instead of exams in order to confirm their understanding of material most recently covered. Each one is short and will include questions intended to find gaps in student's understanding so that they may better learn the material.
	②	ㄴ	
	③		
	④	ㄴ	
	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	ㄴ	
	③	ㄴ	
	④	ㄴ	
	⑤	ㄴ	
	⑥		
Presentation	①		There is a presentation at the end of the JavaScript unit and one at the end of the Adobe Animate CC unit. Each one is an opportunity for students to share their final projects for the two topics.
	②		
	③	ㄴ	
	④		
	⑤		
	⑥	ㄴ	
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 the projects at the end of each unit.
	②		
	③	ㄴ	
	④		
	⑤	ㄴ	
	⑥	ㄴ	
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 Understand the value of having skills in programming ② Explain functions, objects, and arrays ③ Design a programming solution to a STEM problem ④ Develop skills for creating 2D animations ⑤ Create programming scripts for 2D animations ⑥ Design and implement an original animation idea	① Identify areas where programming is used ② Identify variables, conditional statements, and loops ③ Frame a STEM problem in programming terms ④ Understand concepts for creating 2D animations ⑤ Understand how to program 2D animations ⑥ Personalize an interactive animation

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 ／	Orientation and Review Students will receive an introduction to the course, install the necessary software, and review HTML & CSS content from last year.	Lecture Discussion Exercises	Review HTML & CSS from Computer Skills IB	20
2 ／	Programming in JavaScript (1) Students will learn about statements, variables, and functions.	Lecture Exercises	Textbook Ch. 1 - 3	40
3 ／	Programming in JavaScript (2) Students will learn about conditional statements and loops.	Lecture Exercises	Textbook Ch. 4 - 5	40
4 ／	Programming in JavaScript (3) Students will learn about timers and variable scope.	Lecture Exercises	Textbook Ch. 7 – 8	40
5 ／	Programming in JavaScript (4) Students will learn about types, primitives, objects, and arrays.	Lecture Exercises	Textbook Ch. 12 - 13	40
6 ／	Programming in JavaScript (5) Students will learn about strings and numbers.	Lecture Exercises	Textbook Ch. 14 - 16	40
7 ／	Programming STEM Project (1) Students will choose a problem to solve with programming and develop a solution.	Guidance Self-Study	The teacher will announce assignments in class.	20
8 ／	Programming STEM Project (2) Students will complete their programming solutions and present them to the teacher.	Guidance Self-Study Presentations	The teacher will announce assignments in class.	20
9 ／	Adobe Animate CC (1) Students will install Adobe Animate CC and learn basic functions, including the timeline and animation loops.	Lecture Exercises	The teacher will announce assignments in class.	20
10 ／	Adobe Animate CC (2) Students will learn how to add sound to a project and how to make characters talk.	Lecture Exercises	The teacher will announce assignments in class.	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 ／	Adobe Animate CC (3) Students will learn how to export and publish an application before beginning work on a 2D animation mini-project.	Lecture Exercises	The teacher will announce assignments in class.	20
12 ／	Adobe Animate CC (4) Students will finish work on their 2D animation before learning how to make their animations interactive with programming.	Lecture Exercises	The teacher will announce assignments in class.	20
13 ／	Adobe Animate CC (5) Students will continue their study of interactive scripts and finish the assignment.	Lecture Exercises	The teacher will announce assignments in class.	20
14 ／	Adobe Animate CC (6) Students will create an original interactive animation in a mini-project assignment.	Guidance Self-Study	The teacher will announce assignments in class.	20
15 ／	Adobe Animate CC (7) Students will complete their interactive project animation mini-project and present it to the class.	Guidance Self-Study Presentations	The teacher will announce assignments in class.	20

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 IIB	1	509800	Second	Exercises ／FS

Target Grade	Instructor	Office	E-mail Address	Office Hours
2	SONGER, Robert TAN, Kah Keng	101.201		16:30 - 17:30 (Mon. - Fri.)

Course Objectives

	Keywords	Learning Objectives of the Course
1	3D Model Simulation	Global innovators must be able to quickly learn new skills in technical areas. In this course, students will gain experience with new computer applications and tools to be used in a variety of different situations. They will learn 3D model simulation, drone programming, and video editing before choosing an area of interest to study in more depth on their own.
2	Autodesk Fusion 360	
3	Drone Programming	
4	Adobe Premiere	
5		

Course Description and Expectations for Students

Building upon skills learned in the previous Computer Skills courses, students will learn how to combine knowledge from different applications to tackle real world problems. After the students are exposed to different types of computer applications and tools, they will gain more in-depth experience in an application that interests them.

- Have laptops ready before class starts
- Check Manaba and download all required files
- Submit assignments on time
- Do not be afraid to ask questions
- Do not be afraid to challenge yourself
- Save your work often

【Required Materials (textbooks, reference books, reserved books)】

Textbooks: None

Reference books: None

Reserved books: None

Knowledge/Skills Needed to Take This Course (Prerequisites)

Students must be able to solve STEM problems by breaking them down into smaller, more manageable pieces. They must also be able to think like a computer for performing various tasks. Finally, they should also be able to apply creative thinking to technical tasks in order to produce media.

No.	Program Objectives	Target Abilities for Students
①	g, h	Practice working with 3D model simulations
②	a. h	Apply programming skills to UAV drone applications
③	f	Understand basic concepts of video editing
④	a, e	Explore various kinds of video special effects
⑤	e, f	Express oneself through creative projects
⑥	e, i	Reflect on one's own interests to develop an idea for a self-directed project

Evaluation Criteria

	Evaluation Method / Total Percentage	Exams	Quizzes	Reports	Presentations	Works	Portfolio	Other	Total
	Total Percentage	0	0	20	10	30	40	0	100
Comprehensive Strength Criterion	Ability to capture knowledge	0	0	10	0	10	10	0	30
	Ability to think, reason and create	0	0	10	0	10	10	0	30
	Collaboration and leadership	0	0	0	0	0	0	0	0
	Announcement / Expression / Communication	0	0	0	10	0	10	0	20
	Attitude and motivation for learning	0	0	0	0	10	10	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		
	②		
	③		
	④		
	⑤		
	⑥		
Report	①	レ	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	レ	
	③	レ	
	④		
	⑤		
	⑥		
Presentation	①		There is a presentation at the end of the Focus Area Project. It provides an opportunity for students to share their chosen topic and efforts for developing further computer skills.
	②		
	③		
	④		
	⑤		
	⑥	レ	
Works	①	レ	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 the projects at the end of each unit.
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥		
Portfolio	①	レ	Students will create contributions to their own portfolios based on projects and assignments in class. These will be evaluated based on the quality of the student's reflection on their own learning.
	②	レ	
	③	レ	
	④	レ	
	⑤	レ	
	⑥	レ	
Others	①		
	②		
	③		
	④		
	⑤		
	⑥		

Specific Achievement Criteria

Description of Ideal Achievement	Description of Standard Achievement
① Create a relatively complicated 3D model simulation ② Program a drone to do complicated movements ③ Understand appropriate situations for editing features ④ Create videos with multiple effects and titles ⑤ Apply creative thinking to realizing an original idea ⑥ Create a study plan for developing skills of interest	① Create a basic 3D model simulation ② Program a drone to do basic movements ③ Recognize the purpose of an editing feature ④ Create simple videos from multiple clips ⑤ Create media from an original idea ⑥ Choose a topic of interest for further studying

Course schedule

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
1 ／	Orientation and Adobe Premiere CC Intro Students will be introduced to the course and install the required software on their PCs.	Lecture Discussion Practice	The teacher will announce assignments in class.	20
2 ／	Adobe Premiere CC (1) Students will learn basic functions in the software such as video tracks, sound tracks, and multi-clips.	Lecture Exercises	The teacher will announce assignments in class.	20
3 ／	Adobe Premiere CC (2) Students will learn how to add title animations and special effects to a video.	Lecture Exercises	The teacher will announce assignments in class.	20
4 ／	Drone Programming (1) Students will learn safety and fundamentals of operating the drone before practicing some simple programs.	Lecture Exercises	The teacher will announce assignments in class.	20
5 ／	Drone Programming (2) Students will experiment with programming the drone to record video as it flies.	Exercises Experiments	The teacher will announce assignments in class.	20
6 ／	Drone Programming (3) Students will work in a team to plan and implement a drone video recording route for a school promotional video.	Guidance Experiments	The teacher will announce assignments in class.	20
7 ／	Adobe Premiere CC (3) Students will apply their video editing skills to the drone video recordings to complete their school promotional video.	Guidance Self-Study	The teacher will announce assignments in class.	20
8 ／	Fusion 360 (1) Students will learn how to create a 3D assembly model in Fusion 360.	Lecture Exercises	The teacher will announce assignments in class.	20
9 ／	Fusion 360 (2) Students will learn how to stress test 3D objects and experiment with different materials to see the results.	Lecture Exercises	The teacher will announce assignments in class.	20
10 ／	Fusion 360 (3) Students will explore the use of 3D scanning.	Lecture Exercises	The teacher will announce assignments in class.	20

Course schedule

About the CLIP learning process

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No. Date	Class Content	Method	Assignments (Preview and Review)	Time (minutes)
11 ／	Focus Area Project (1) Students will generate and explore ideas for gaining some new skill in one of the software applications used up to now.	Guidance Self-Study	The teacher will announce assignments in class.	20
12 ／	Focus Area Project (2) Students will make a self-study plan for their new computer skill and implement it.	Guidance Self-Study	The teacher will announce assignments in class.	20
13 ／	Focus Area Project (3) Students will continue their self-study for learning a new computer skill.	Guidance Self-Study	The teacher will announce assignments in class.	20
14 ／	Focus Area Project (4) Students will continue their self-study for learning a new computer skill.	Guidance Self-Study	The teacher will announce assignments in class.	20
15 ／	Focus Area Project (5) Students will present and demonstrate their new computer skill in front of the class.	Guidance Presentations	The teacher will announce assignments in class.	20