

PHY105-2 Physics Laboratory (2008curriculum 1 credits)

PHY135-2 Physics Laboratory (2004curriculum 1 credits)

Yasushi Nara

Year: 2010

Semester: Fall

Meeting-time/day: Tu 14:15-16.45

Office: A3-9

Office Hours: M,W: 13:50-15:20

E-mail: nara@aiu.ac.jp

Website: www.intra.aiu.ac.jp/~ynara/physicslab.html

Course Description:

Fundamental laws of physics are constructed based on experimental facts. This is a real laboratory course in which you will make physical experiments which will allow you to verify or discover physical laws and regularities. Experimental experience will help to understand the meaning of theoretical natural laws and the way in which they explain physical phenomena. It is hard to understand what are the scientific facts and what are the limitations of their study without actual making experiments and sorting out what is true, the most important role of natural science in general. A correct interpretation of physics or more generally natural science is indispensable for the deep and essential understanding of important social issues such as pollution, energy crisis in the world, etc. The topics in this course include estimation of measurement error, computer spreadsheets for analyzing, plotting data, selected experiments from the physics lecture course.

Objectives:

The objectives of this course are that you will (i) understand scientific data and experimental errors; (ii) that you will gain better understanding of physics laws by observing, measuring, and analyzing your findings; (iii) that you will confirm the basics of physics and have a clearer picture of “ how it works ” .

Expected Academic Background:

There are no formal prerequisites for this course.

Textbook:

Lab manuals prepared by the instructor will be provided each week. It is useful to have your own basic scientific calculator that can use scientific notation. However, you could use a scientific calculator preinstalled in the computer in the laboratory or google.

Assessment:

Student achievement of the course will be measured by reports describing the results and discussion of each experiment.

Policies & Remarks:

The class starts with description of theoretical background. Usually, experiments will be carried out with the group of three students.

If some students are absent, experiments might be carried out by only two students.

Class Schedule:**Week 1:**

Introduction. Significant Figures.

Week 2:

One Dimensional Motion I - Slow motion of your walk

Week 3:

One Dimensional Motion II - Determination of Earth ' s gravity

Week 4:

Newton ' s Laws of Motion: inertia and weight

Week 5:

Inertial force and apparent weight

Week 6:

Buoyant force

Week 7:

Monte Carlo Method: Determine the size of nucleus

Week 8:

Temperature and heat transfer

Week 9:

Greenhouse Effect

Week 10:

Conversion of kinetic energy into heat

MAT100-1 Math for Liberal Arts (2008curriculum 3 credits)

MAT100-1 Math for Liberal Arts (2004curriculum 3 credits)

Marcin SCHROEDER

Year: 2010

Semester: Fall

Meeting-time/day: M, W 12:30-13:45

Office: A-3-7

Office Hours: M, W 14:00-15:30

E-mail: mjs@aiu.ac.jp

Website:

Course Description:

This course is designed to develop multiple intellectual skills related to mathematics, selected from the point of view of their importance for the Liberal Arts education rather, than for the purpose of advancing technical proficiency in the use of mathematical methods of increased level of difficulty. Thus, the course places emphasis on the understanding of the general methods of mathematical reasoning illustrated by the most basic mathematical formalisms applied to a wide range of simple, but non-trivial problems from various domains of theoretical study or practical activity. Students are learning methods of abstract thinking formulated in terms of mathematical logic and set theory; they develop understanding of the distinction between the inductive and deductive reasoning, learn the methods of these two types of inquiry, and learn how to use these two forms of reasoning for the purpose of analysis of spatial or temporal relations; they acquire rudiments of probability theory and its applications to making decisions under the constraints of limited information.

The course can be selected as one of the two courses which have to be completed in the category of Mathematics and Natural Sciences in the Liberal Arts Distribution of Basic Education.

Objectives:

Students acquire in this course an understanding of, and basic level of proficiency in the carrying on processes of logical reasoning based on the rules of inference and with the use of rudimentary tools of algebraic logic (e.g. logical operations, truth tables, etc.) and of set theory (e.g. Venn diagrams.) The understanding of the process allows them not only to perform it correctly, but also to justify the claim of its correctness.

After completion of the course students should be able to understand and apply several counting techniques of combinatorics (e.g. number of permutations, combinations, etc.) and the basic methods of probability theory, in particular in the context of making decisions under the constraints of limited information. Also, students gain the knowledge and understanding of the methods provided by mathematics (geometry, graph theory) to the analysis of spatial and temporal relations, which in addition to the recognition and appreciation of the relations between mathematical reasoning and the methods of inquiry and creativity in other disciplines, gives them the ability to perform some practical, organizational functions such as the task scheduling or fair selection under multiple preferences.

Expected Academic Background:

There is no expected academic work at the college level preparing for the course. Since very little in this course will be in direct relation to the material of high school mathematics, student's progress in this course will depend mainly on his or her current work. Of course, good high school background will make studying in this course easier, as it gives students the advantage of the earlier training in mathematical reasoning, but even students who went through most limited high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. Actually, the course is recommended at the introductory stage of Basic Education when students are working on the development of language competence necessary for the more language demanding courses in Humanities or Social Sciences. Students who are planning to select Global Business major are welcome in this course, but they have to remember that there are other two courses in mathematics: MAT150 College Algebra and MAT200 Statistics which belong to the requirements of Global Business. MAT 100 Mathematics for Liberal Arts CANNOT replace either the two requirements for Global Business.

Textbook:

David B. Johnson, Thomas A. Mowry, Mathematics: A Practical Odyssey, 6th ed., Thomson-Brooks/Cole, 2007. ISBN 0-495-01273-4, ISBN 978-0-495-01273-3

Reference Books/Other Study Materials:

Following the famous dictum of Einstein " Things should be made as simple as possible, but not simpler " several topics in this course will be presented in a way slightly different from that in the textbook. These modifications will require that some portions of the material in the textbook may be replaced by handouts prepared by the instructor. Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings. The textbook includes some optional, but highly recommended short readings introducing the historical context to the subject of study.

Assessment:

Student achievement of the course objectives is being measured in terms of student performance in completing short homework assignments (25%), in writing the Midterm Test (25%) and in writing the Final Examination (50%).

Students will get some homework assignments consisting of a short selection of problems related to the material covered in class. The solutions of ALL assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded, but it does not limit students' responsibility to attempt solving all problems.

Although the focus of the course is on the understanding of the concepts and methods, students are not tested on their verbal knowledge of definitions or theorems. Neither lecture, nor tests are involving the proofs of theorems which have to be memorized or

which require extensive practice of the methods used in mathematical proofs. However, there are frequent examples in the lecture and in the homework assignments which introduce students into mathematical thinking equivalent to proving very simple theorems. The principle is that whatever reasoning is demonstrated in the class (and expected from students in assignments or on the tests,) it should be doable by the students themselves with appropriate guidance from the instructor. For that reason, the proofs requiring proficiency in mathematical reasoning exceeding that expected from all students are omitted.

In the grading of tests, majority of credit is for the correctness of the method and for demonstrated understanding of the material. Calculation errors are mostly ignored.

Policies & Remarks:

Acts of cheating or other forms academic dishonesty will be dealt with harshly.

Attendance in all classes is mandatory, whether it is being checked by instructor, or not.

It is student ' s responsibility to submit all assignments by the announced deadlines.

Homework assignments are due on the next day of class meetings

The AIU policies on mandatory attendance and on timely submission of homework will be strictly enforced. There is no time to make up lost classes or delayed work on the assignments. Late homework WILL NOT BE ACCEPTED, unless student has a documented reason for the delay. The longest acceptable delay in the submission of the homework is one week. Students with several unexcused absences will be dismissed from the class with the failing grade.

Class Schedule:

Week 1:

- 1) Introduction; Methods of Inquiry;
1.1 Deductive vs. Inductive Reasoning p.2
- 2) 1.2 Symbolic Logic p.19 (page numbers refer to the textbook)

Week 2:

- 3) Greek Origins of Logic: Syllogistic
- 4) Using Venn Diagrams to Analyze Syllogisms

Week 3:

- 5) 1.3 Truth Tables p.27
- 6) 1.4 More on Conditionals p.40

Week 4:

- 7) 1.5 Analyzing Arguments p.46
- 8) 2.1 Sets and Set Operations p.63

Week 5:

- 9) 2.2 Applications of Venn Diagrams p.75
- 10) REVIEW

END OF MATERIAL FOR THE MIDTERM EXAMINATION

Week 6:

- 11) 2.3 Intro to Combinatorics p.88
- 12) 2.4 Permutations and Combinations p.96

Week 7:

- 13) 2.5 Infinite Sets p.112
- 14) Equicardinality and the Concept of a Number

Week 8:

- 15) REVIEW
- 16) MIDTERM EXAMINATION

Week 9:

- 17) 3.1 History of Probability p.126
- 18) 3.2 Basic Terms of Probability p.133

Week 10:

- 19) 3.3 Basic Rules of Probability p.152
- 20) 3.4 Combinatorics and Probability p.164

Week 11:

- 21) 3.6 Conditional Probability p.186
- 22) Handout: Inductive Logic; Causality

Week 12:

- 23) 8.3 Egyptian Geometry p.550
- 24) 8.4 The Greeks p.561

Week 13:

- 25) Handout: Elements of Euclid
- 26) 8.6 Conic Sections and Analytic Geometry p.589

Week 14:

- 27) 8.7 Non-Euclidean Geometry p.600
- 28) 8.8 Fractal Geometry p.611* (if time permits)

Week 15:

- 29) FINAL EXAMINATION

MAT150-1 College Algebra (2008curriculum 3 credits)

MAT150-1 College Algebra (2004curriculum 3 credits)

Yasushi Nara

Year: 2010

Semester: Fall

Meeting-time/day: M,W: 12:30-13:45

Office: A3-9

Office Hours: M,W: 13:50-15:20

E-mail: nara@aiu.ac.jp

Website: www.intra.aiu.ac.jp/~ynara/algebra.html

Course Description:

This is an introductory level course in mathematics with emphasis on algebraic methods. The material of the course includes standard subjects necessary to solve real life problems, for instance, from business and economics, life and social sciences. The topics include natural, real, complex numbers, functions, polynomial, exponential, logarithmic functions, linear, quadratic and other polynomial equations, graphical representations of functions. This course emphasizes on logical and conceptual aspects of mathematics rather than merely focusing on the developing computational skills in mathematics. Development of students' understanding of mathematical/abstract concepts will be supported by appropriate examples and practical applications.

Objectives:

First of all, one of the objectives in this course is to provide students with skills in mathematical thinking, especially in quantitative reasoning which is one of the most critical and fundamental aspects of the Liberal Arts program. Secondly, students will develop skills in the applications of mathematical concepts in their areas of study and interest. Note that the latter goal cannot be achieved, without achieving the first goal.

Expected Academic Background:

There are no prerequisites for this course.

Textbook:

Earl W. Swokowski, Jeffery A. Cole,
"Algebra and Trigonometry with Analytic Geometry"
classic 11th ed, Brooks/Cole, 2006.
ISBN: 0-534-40469-3

Assessment:

The components of your grade are the following:

Homework: 25%

Quizzes for chapters: 25%

Final Examination: 50%

Policies & Remarks:

Class sessions have format of lectures, however questions, even when frequent, are always very welcome. Each class session starts with the questions from students about difficulties in the homework.

Therefore, students are expected to complete the homework assigned in the previous class.

Class Schedule:**Week 1:**

Introduction,

1.1 Real Numbers

Week 2:

1.2 Exponents and Radicals

1.3 Algebraic expressions

Week 3:

1.4 Fractional expressions

quiz for chapter 1

Week 4:

2.1 Equations

2.3 Quadratic equations

Week 5:

2.4 Complex numbers

2.5 Other Type of Equations

Week 6:

2.6 Inequalities

2.7 More on Inequalities

Week 7:

quiz for chapter 2

3.1 Rectangular coordinate systems

Week 8:

3.2 Graphs of equations

3.3 Lines

Week 9:

3.4 Definition of a function

3.5 Graphs of functions

Week 10:

3.6 Quadratic Functions

3.7 Operations on Functions

Week 11:

quiz for chapter 3

4.1 Polynomial Functions of Degree Greater Than 2

Week 12:

4.5 Rational functions

5.1 Inverse Functions

Week 13:

5.2 Exponential Functions

5.3 The Natural Exponential Function

Week 14:

5.4 Logarithmic Functions

5.5 Properties of Logarithms

5.6 Exponential and Logarithmic Equations

Week 15:

Final exam

NOTE:

The schedule above is not strict and not necessary covered everything.
All materials listed will be covered if time permits.

MAT200-1 Statistics (2008curriculum 3 credits)

MAT200-1 Statistics (2004curriculum 3 credits)

Marcin SCHROEDER

Year: 2010

Semester: Fall

Meeting-time/day: T, R 12:30-13:45

Office: A-3-7

Office Hours: M, W 14:00-15:30

E-mail: mjs@aiu.ac.jp

Website:

Course Description:

This is an introductory college level course in statistics with an emphasis on the practical applications and on the use of statistical software. The course is designed to provide students with general understanding of statistical methods, but without direct reference to the elements of the formalism that require knowledge of calculus. The material of the course includes all standard topics necessary for subsequent education in more advanced courses in statistics. Students learn wide range of methods of the descriptive and inferential statistics necessary to carry on basic research. The topics in descriptive statistics include frequency distributions, data display, the measures of central tendency and of variability of data, linear correlation and regression in one dimension. In inferential statistics: sampling distributions, z-tests, t-tests, introduction to ANOVA, chi-square tests and other non-parametric methods.

Objectives:

This course has two sets of objectives related to its two complementary functions in the curriculum. It provides students with the knowledge and skills necessary for subsequent courses in statistics or courses which use statistical methods for the analysis of data. Thus, students who will elect Global Business Program have to complete Statistics as a required course, preparing them for business related courses that directly use the concepts or methods of statistics, or which require competence in data analysis.

The second function of this course is relevant for all students, no matter what is or will be their choice of Advanced Education at AIU or professional career. Statistics is a course in which students can develop skills and competencies that belong to the Liberal Arts education, such as the ability to make decisions based on limited available information. In particular, upon successful completion of the course, students should be able to design and carry on a basic quantitative or qualitative research in an arbitrary discipline that requires statistical methods of collecting data and their analysis.

Expected Academic Background:

There is no expected academic work at the college level preparing for the course. Good high school background in mathematics will make studying in this course easier, but even students who went through high school mathematical education with difficulties can complete the course with a good grade, provided they attend classes regularly, complete all assignments in timely manner, and put in the study no less effort than in

other courses. The expectations regarding (English) language are not going beyond the requirements for the entry into Basic Education. However, much more extensive readings in the textbooks and handouts require higher level of language proficiency than in College Algebra.

Textbook:

Robert S. Witte/John S. Witte, STATISTICS, 8th ed. Willey & Sons.

ISBN-10: 0-471-72229-4, ISBN-13: 978-0-471-72229-8. The textbook can be purchased at the Bookstore.

Reference Books/Other Study Materials:

In order to adjust the material of the textbook to the objectives of the course it may be necessary to use some additional materials distributed in the class in the form of handouts.

Students interested in expanding their perspectives on the subject of the course, or on mathematics in general, should ask the instructor for advice on additional, optional readings.

Calculator with all arithmetical functions (including the square root function) will be necessary. Students may and should use calculators in class or during tests. Software for computer assignments will be available in the computer lab without any cost.

Assessment:

Student achievement of the course objectives is being measured in terms of student performance in completing homework assignments (20%,) computer lab assignments (20%,) solving problems on the Midterm Test (20%,) and on the comprehensive Final Examination (40%).

Each day of the classes students will get homework assignment consisting of a selection of problems related to the material covered in the class. The solutions of assigned problems should be turned in before or during next class meeting. Each time only one out of all assigned problems will be graded. Also, (in the later part of the course) students will get assignments to be done with the use of statistical computer software.

In the evaluation of homework assignments and tests, the emphasis is on the correct application of methods studied in the course and on the evidence for their good understanding.

Policies & Remarks:

Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students may work together on their computer assignments, but every student must prepare individually and without help of others his/her report. Copying someone ' s report is considered an act of cheating.

Attendance in all classes is mandatory, whether it is being checked by instructor, or not. It is student ' s responsibility to submit all assignments by the announced deadlines.

Class Schedule:

Week 1:

1) 1 Introduction pp. 3-19

Assignment: p. 5 #1.1; p. 9#1.2; p. 18#1.5

2) 2 Describing Data with Tables and Graphs pp. 25-51

Assignment: p.30#2.2;2.3; p.34#2.5; p.35#2.6a

Week 2:

3) 3 Describing Data with Averages pp. 57-69

Assignment: p.69#3.9;3.16

4) 4 Describing Variability pp. 73-96.

Assignment: p.87#4.3;4.4; p.93#4.6;

Week 3:

5) 5 Standard (z) Scores and Normal distributions pp. 99-123

Assignment: p.123#5.10; 5.11; 5.13; 5.14

6) 6 Describing Relationships: Correlation pp. 127-150

Assignment:p.150#6.9; 6.12.

Week 4:

7) 7 Regression pp. 153-168

Assignment: p.168#7.5; 7.7.

8) Handout:Introduction to the Concept of Probability

Assignment: in handout

Week 5:

9) 8 Populations, Samples, and Probability pp.173-189

Assignment: p.190#8.12; 8.14.

10) 9 Sampling Distribution of the Mean pp. 193-206

Assignment: p.206#9.7; 9.8; 9.10.

END OF THE MATERIAL FOR THE MIDTERM TEST

Week 6:

11) 10 Introduction to Hypothesis Testing: The z Test. pp. 209-221

Assignment: p.221#10.6, 10.8

12) 11 More about Hypothesis Testing pp. 225-248

Assignment: p.249#11.10; 11.12; 11.14

Week 7:

13) MIDTERM TEST

14) 12 Estimation (Confidence Intervals) pp. 253-264
Assignment: p.264#12.6; 12.9.

Week 8:

15) Introduction to Statistical Software

16) 13 t-Test for One Sample pp. 267-278
p.278#13.5; 13.7.

Week 9:

17) 14 t-Test for Two Independent Samples pp.281-305
Assignment: p.305#14.10; 14.13.

18) 15 t-Test for Two Related Samples (Repeated Measures) pp. 309-326
Assignment: p. 326#15.7; 15.10.

Week 10:

19) Review of t-Test and Introduction to ANOVA

20) 16 Analysis of Variance (One Factor) pp.331-360
Assignment: p.360#16.10; 16:12.

Week 11:

21) 17 Analysis of Variance (Repeated Measures) pp. 365-381 Assignment: p. 394#17.5;
17.6.

22) 18 Analysis of Variance (Two factors) pp. 385-409.
Assignment: p. 410#18.9; 18.10.

Week 12:

23) 19 Chi-Square Test for Qualitative (Nominal) Data pp. 415-423
Assignment p.433#19.8;

24) 19. Chi-Square Test for Qualitative (Nominal) Data pp. 423-433
Assignment: p.435#19.12

Week 13:

25) 20 Test for Ranked Data pp. 439-445 (IF TIME PERMITS!)
Assignment: p. 444#20.2

26) Student Presentations

Week 14:

27) and 28) Review Sessions

Week 15:

29) FINAL EXAMINATION

NOTE:

Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers. Students are working outside of the class on assigned problems. Each class session begins from the time for students' questions regarding difficulties in the homework or in the material from last session. In the second half of the course, students get assignments of problems to be solved using statistical software and computers (own or those in the computer lab).

The last of the computer assignments is a more extensive project of students' own design.

COM250-1 Intercultural Communication (2008curriculum 3 credits)
SPC220-1 Intercultural Communication (2004curriculum 3 credits)

Percival Santos

Year: 2010
Semester: Fall
Meeting-time/day: 0900-1015 Tuesday and Thursday
Office: A 3-4
Office Hours: Wednesdays 1400-1700
E-mail: santos@aiu.ac.jp
Website:

Course Description:

This course begins from the idea that communication is inseparable from culture. When we chat, make weekend plans, talk at the dinner table, argue, or even say hi to each other on the street, we are acting in culturally specific ways. This course will explore the ways that we interact with each other. It will furthermore explore how these ways are linked to cultural understandings and expectations. We often assume that communication is something ‘ natural ’ that we just ‘ know how to do ’ . This course will denaturalize certain communication practices. It will ask questions like:

- Who gets to talk when?
- Do men and women have different communication styles?
- What is the function of swearing and slang?
- How do social groups use speech to strengthen group identity?

Commonalities and differences in communication across cultures are examined throughout the course to identify the culture-bound rules that govern communication behavior. The course focuses specifically on the cultural differences and similarities between Japanese and other cultures.

Objectives:

Upon completion of this course students will be able to (1) understand the nature, form, and function of culture; (2) recognize cultural variables that appear in communication, (3) identify and understand their own cultural identity and its impact on their behavior; (4) understand barriers to intercultural communication, adjustment to other culture, and culture shock; and (5) increase sensitivity, knowledge, and skills to promote effective intercultural interactions.

Expected Academic Background:

none

Textbook:

None

Reference Books/Other Study Materials:

Samovar and Porter. Communication Between Cultures. 6th Edition. 2007. Thomson and Wadsworth

Assessment:

Student achievement of the stated course objectives will be measured in terms of student performance in the following three areas: (1) essay (70%), (2) Class participation (30%) (3) class presentation (10%).

The essay will be of any topic in intercultural communication of the student ' s choice and should be no more than 2,000 words in length, to be given in two drafts. The first shall be considered a working draft and is to be submitted no later than October 29th. I shall read and make comments on how to improve the draft (but will not give it a mark) and I shall return it to the students for revision. Students will submit a second and final draft by the end of December 16th. The final draft shall be formally marked and will constitute 70% of the student ' s final mark.

Policies & Remarks:

none

Class Schedule:

Week 1:

Competence in Intercultural Communication
Samovar & Porter. Communication between Cultures.
chapter 11 pp. 314-316, 338-353.

Week 2:

Problems in Intercultural Communication
Samovar & Porter. Communication between Cultures.
chapter 11 pp. 316-337.

Week 3:

Culture, Perception and Worldview
Samovar & Porter. Communication between Cultures.
chapter 1 pp. 16-29, chapter 3 pp. 72-76, chapter 5 pp. 127-135.

Week 4:

Family and Gender
Samovar & Porter. Communication between Cultures.
chapter 2 pp. 39-49.

Week 5:

Individualism, Collectivism and Age
Samovar & Porter. Communication between Cultures.
chapter 2 pp. 46-51, chapter 5 pp. 135-137.

Week 6:

Masculinity and Feminity

Samovar & Porter. Communication between Cultures.
chapter 5 pp. 148-150.

Week 7:

Language, Culture, and Thought

Samovar & Porter. Communication between Cultures.
chapter 6 pp. 168-182.

Week 8:

Nonverbal Communication

Samovar & Porter Communication between Cultures.
chapter 6 pp. 200-225.

Week 9:

Culture and Business

Samovar & Porter. Communication between Cultures.
chapter 8 pp. 232-252.

Week 10:

Social Interaction

Samovar & Porter. Communication between Cultures.
chapter 8 pp. 242-243.

Week 11:

Culture and Health

Samovar & Porter. Communication between Cultures.
chapter 10 pp. 284-309.

Week 12:

Cleanliness and Hygiene

Samovar & Porter. Communication between Cultures.
chapter 10 pp. 284-309.

Week 13:

Culture and Education

Samovar & Porter. Communication between Cultures.
chapter 9 pp. 262-275.

Week 14:

Student Presentations

Week 15:

Student Presentations

COM291-1 International Journalism: Asahi Shimbun Special Lecture Series

(2008curriculum 3 credits)

COM291-1 International Journalism: Asahi Shimbun Special Lecture Series

(2004curriculum 3 credits)

Michio KATSUMATA, Asahi reporters and editors

Year: 2010

Semester: Fall

Meeting-time/day: Friday 15:00-17:40

Office: Library Director's Room

Office Hours: TT12:00-15:00, W15:00-19:00

E-mail: katsumata@aiu.ac.jp

Website:

Course Description:

This is a special course to offer a wide variety of topics and issues of international journalism by the reporters and editors of Asahi Shimbun, a leading newspaper with high quality in Japan with over 8 million copies of daily circulation. They have rich experiences in international reporting, stationed in various countries and areas including USA, Europe, Africa and Asia, and will invite students to discuss about such global issues as terrorism, religion, international politics and world economy.

Objectives:

The course aims to teach students: (1) how to read the international news in English newspapers, (2) how the news materials are obtained and filed for the newspaper articles, (3) why and how the news values are decided in the process of editing, and (4) how to write news articles in English. The international correspondents always have to tackle with the conflicts of the perception gaps between the local people and their readers, between local media and Japanese media, and between reporters and home editors. With their practical examples, the instructors expect students to get deeper understanding of the role of mass media and deeper analytical skills to evaluate global issues.

Expected Academic Background:

Any students can take this course as long as they are interested in journalism, international relations and global issues.

Textbook:

There is no textbook nor pre-assigned readings, but "The International Herald Tribune and Asahi Shimbun," an English daily, is basically to be used as the main material. Students taking this course are highly recommended to subscribe and read the IHT&A every day, as Asahi offers a special bargain price of IHT&A for AIU students.

Reference Books/Other Study Materials:

For those who are interested in further studying on the topics and /or journalism, some recommendable books, CDs and videos will be introduced during the course by

instructors.

Assessment:

Class attendance and participation (40%): Participation in the Q&A session and class discussion will be evaluated according to its clarity, presentation skills and development of ideas on the topics. Some writing workshops will be included.

Essays and reports(50%): Students are expected to write 3-5 essays and reports during the course, each about 2-3 pages, depending on the instructor ' s assignment. These short essays and reports will all be evaluated and reviewed in some classes by Katsumata.

Final paper(10%): Students must submit the final paper as the review of the whole course in 3-4 pages. The paper is evaluated for its clarity, writing skills and thoughts on journalists and journalism.

Policies & Remarks:

Each lecture stands alone, with information and materials provided in the class. As the class basically consists of lecture and discussion, students are highly encouraged to participate in the Q&A session and in the discussion. Students will also be assigned to write their response essays or reports on the topics discussed in the class. Class activities will be different either focused on lecture or on Q&A session according to each instructor, but questions are welcome any time during the lecture. Discussions will be moderated by instructor Katsumata.

Class Schedule:

Week 1:

(9/03) Orientation and introduction of the course: By KATSUMATA

1. What is international journalism?
2. What are the characteristics of Asahi Shimbun? This semester's line-up

Week 2:

(9/10) By JO Toshio, Deputy Managing Editor of IHT & Asahi

1. How to read and write English newspaper articles

Week 3:

(9/17) By KAWASAKI Takeshi, Former Nairobi Bureau Chief

1. What to report from Africa

Week 4:

(9/24) By MATSUSHITA Kayo, Former New York correspondent

1. The United nations and multilateral diplomacy

Week 5:

(10/01) By OHNO Takushi, Former Manila Bureau Chief

1. Democracy in the Southeast Asia

Week 6:

(10/08) By MIYATA Ken-ichi, Former Moscow Bureau Chief

1. Emerging Russia

Week 7:

(10/22) By KATSUMATA

1. Mid-term round-up
2. Report review and class discussion

Week 8:

(10/29) By HOKUGO Miyuki, Former Southeast Asia correspondent

1. Civil Society and Ourselves

Week 9:

(11/05) By SUGIMOTO Hiroshi, Former Los Angeles, Atlanta and Washington correspondent

1. Terrorism and counter-terrorism

Week 10:

(11/12) By WAKISAKA Noriyuki, Former Brussels Bureau Chief

1. Evolution of European Union

Week 11:

(11/19) By ISHIAI Tsutomu, Former Cairo and Washington correspondent

1. Clash of religion and media

Week 12:

(11/26) By UMEHARA Toshiya, Former Washington correspondent and former Vienna Bureau Chief

1. President Obama and New Age of Non-Nuclear Proliferation

Week 13:

(12/03) By NISHIZAKI Kaoru, Former New York, San Jose and Washington correspondent

1. How to read business and economy news

Week 14:

(12/10) By KATSUMATA

1. All Course review
2. report review and final paper assignment

Week 15:

Final paper deadline is Monday, Dec. 20.

NOTE:

Assigned papers are expected to meet the deadlines and delayed paper shall be

evaluated lower.

IGS200-1 Introduction to Global Studies (2008 curriculum 3 credits)
IST130-1 Introduction to Global Studies (2004 curriculum 3 credits)

C. Kenneth Quinones, Wo-lap Lam, Tetsuya Toyoda, Naoya YAMAZAKI
Year: 2010

Semester: Fall Meeting-time/day: TR 14:00-15:15

Office: C3-2 (Quinones), C3-4 (Lam), C3-5 (Toyoda), C3-9 (Yamazaki) Office

Hours: To be announced by each faculty

E-mail: ckquinones@aui.ac.jp (Quinones), willy@aui.ac.jp (Lam),
toyoda@aui.ac.jp (Toyoda), yama708@aui.ac.jp (Yamazaki)

Website:

Course Description:

This is a required Basic Education course. The concepts of "globalization" and "globalism" have become an increasingly popular term to describe a wide variety of world-wide trends. A team of instructors will introduce the class in a series of lectures to the various meaning of "globalization" and "globalism".

Objectives:

Class participants will learn the meaning of "globalization" and the basic concepts and vocabulary associated with this phenomenon as viewed from different academic disciplines (history, economics, law, political science and sociology). Students will acquire a fundamental understanding of the historical origins of "globalization", and core themes in the concept's application to different areas of the world and academic disciplines.

Textbook:

Mineo Nakajima, Kokusai Kankeiron: Doujidaishi eno Rashinban (International Relations: A compass for Contemporary History). Tokyo: Chuko Shinsho. 2001 (15th edition).

Other materials will be distributed by each faculty.

Assessment:

Quiz by Lam 25%

Quiz by Quinones 25%

Quiz by Yamazaki 25%

Quiz by Toyoda 25%

Class Schedule:

Week 1:

On the first day, President Nakajima makes an introductory lecture and introduce the instructors of the course.

Instructor: Toyoda

Week 2:

Instructor: Toyoda

Week 3:

Instructor: Toyoda

Week 4:

Instructor: Toyoda

Week 5:

Instructor: Toyoda

Week 6:

Instructor: Quinones

Week 7:

Instructor: Quinones

Week 8:

Instructor: Quinones

Week 9:

Instructor: Quinones

Instructor: Yamazaki

Week 10:

Instructor: Yamazaki

Week 11:

Instructor: Yamazaki

Week 12:

Instructor: Yamazaki

Week 13:

Instructor: Lam

Week 14:

Instructor: Lam

Week 15:

Instructor: Lam

INF260-1 Information Science (2008curriculum 3 credits)
INF200-1 Information Science (2004curriculum 3 credits)

Marcin SCHROEDER

Year: 2010
Semester: Fall
Meeting-time/day: M, W 15:30-16:45
Office: A-3-7
Office Hours: M, W 14:00-15:30
E-mail: mjs@aiu.ac.jp
Website:

Course Description:

The course introduces students into the concepts and methods of information study, analysis, and management, and acquaints them with a wide range of information related issues in a variety of contexts, including the cultural and social role of information. The introduction into the concepts and methods of information science will provide a solid foundation for the more advanced future study in many possible areas of applications. The skills developed in the course together with the acquired conceptual framework will allow students to comprehend the literature of the disciplines in which information plays the central role (e.g. artificial intelligence, complexity, neuro-psychology, genetics, etc.) Classroom activities and discussions will give students an opportunity to test their competency in information analysis and to deepen their understanding of the subject. The course emphasizes an integrative role of information science in the study of various manifestations of information across a wide range of disciplines.

Objectives:

The objectives of this course can be viewed from the two perspectives. Since it is a course about information, one of its objectives is to introduce students into the new discipline of information science. This means, upon successful completion of the course, students will acquire the conceptual framework of information studies including the concept of information with its diverse meanings, the concepts of information processing, communication, computation, measures of information, etc. They will learn the rudiments of the methods used in studying phenomena and processes involving information in the disciplines such as theoretical computer science, artificial intelligence, psychology or cognitive science, sociology of information, economics of information, etc. The course has also objectives going beyond the subject matter. Since information has multiple manifestations in practically all domains of human intellectual or practical activities, the course presents the unified view of the central concept of information in the multiple contexts of its applications. Thus, in the second perspective, crucial for the Liberal Arts education, the course is intended as a demonstration of the unity of intellectual inquiry across the physical sciences, social sciences, psychology, and humanities. Students should acquire this view of intellectual inquiry, and should be able to search for this unified perspective in their studies of other themes.

Expected Academic Background:

There is no expected academic work at the college level preparing for the course. Although there will be frequent reference to the basic knowledge of several disciplines such as biology, history, psychology, computer science, physics, each time instructor will make an introduction reviewing the high school knowledge necessary for understanding. Genuine interest in the matters related to information and willingness to participate in the discussion of these matters will be of higher importance than the prior academic preparation.

Textbook:

Information Science is a new discipline in the process of consolidation from the interdisciplinary studies with diverse methods and interests. There is no textbook which could meet the demands of the course. Instructor will prepare materials for classes either in the form of handouts, or in the form of information regarding appropriate sites on the internet.

Reference Books/Other Study Materials:

For each topic studied in this course, there are extensive literature resources with different levels of difficulty and different levels of necessary preparation. In the following there is a short list of readings which are easily comprehensible without any specific prior preparation and which are related to the content of classes. The mandatory readings will be announced and/or distributed in the classroom. Please ask the instructor about more advanced texts regarding topics of special interest for you, if you want to expand your knowledge beyond the requirements of the course. The following is a sample of books which develop the themes of the course, but which are optional.

Tom Siegfried “ The Bit and the Pendulum. ” Wiley, New York, 2000.

John R. Pierce “ An Introduction to Information Theory: Symbols, Signals and Noise. ” 2nd rev. ed. Dover, New York, 1980.

Simon Singh “ The Cracking Codebook. ” Harper Collins, London, 2004.

Arne Dietrich “ Introduction to Consciousness. ” Pallgrave Macmillan, New York, 2007.

Gary Marcus “ The Birth of the Mind. ” Basic Books, New York, 2004.

Roger Penrose “ The Emperor ’ s New Mind. ” Penguin, New York, 1991.

Roger Penrose “ Shadows of the Mind. ” Oxford University Press, Oxford, 1994.

Wolfgang Hofkirchner (Ed.) “ The Quest for a Unified Theory of Information. ” Gordon and Breach, Amsterdam, 1999.

Roger R. Flynn “ An Introduction to Information Science. ” Marcel Dekker, New York, 2000.

Assessment:

Student achievement of the course objectives is being measured in terms of student performance on the midterm test (25%.) through the evaluation of homework assignments (25%) a major written assignment (25%) and its presentation in the class (25%).

Policies & Remarks:

Acts of cheating or other forms academic dishonesty will be dealt with harshly. Students

may work together on their assignments or preparation for classes, but every student must prepare individually and without help of others his/her assignments. Attendance in all classes is mandatory, whether it is being checked by instructor, or not. It is student ' s responsibility to submit all assignments by the announced deadlines.

Class Schedule:

Week 1:

Introduction

- Explanation of the expectations from the side of the instructor and from the side of students.
- Review and modification of the course plan based on the interests of students.
- What is information? Why is it so difficult to answer this question?
- Search for diverse manifestations of information across the academic disciplines and in everyday experience.
- The relationship of the concept of information to other concepts such as knowledge, communication, etc.

Week 2:

- The beginnings of information/communication studies: From Morse to Shannon.
- How to measure transfer of information?
- From the telegraph to the limits of human perception.
- The Magical Number Seven (Plus Minus Two).

Week 3:

Other Origins: Cryptography

- Codes and ciphers.
- Deciphering forgotten scripts.
- How to hide a message?
- How to send a message?
- The telegraphic message which involved the US in a world war.
- Enigma
- The case of Phil Zimmermann. What is more important: privacy of citizens or effective control of criminal activities?

Week 4:

Language, Logic, and Information

- Signs and symbols.
- What is logic?
- Semiotics and its subdisciplines.
- Boolean algebras and logic as calculation.

Week 5:

Computers and Computer Information Processing

- What is actually computer doing?

- History of computation from the abacus to Microsoft.
- Analog and digital information.
- Turing machines.
- Computer architecture and design.

Week 6:

Biological Information Systems Genetics

- DNA, double helix, and the inherited information
- Evolution
- From “ monkey trial ” to “ Kitzmiller vs. Dover ”
- Emergence

Week 7:

Biological Information Systems Information networks in a living organism

- Neural and hormonal transmission of information
- Neurons, synapses, microtubules
- Human brain
- The mechanisms of sensory perception

Week 8:

Review and Midterm Examination

Week 9:

Consciousness and AI

- What does it mean “ thinking ” ?
- Can machine think?
- Models of cognitive processes.
- Artificial neural networks

Week 10:

Information is physical

- The Second Law of Thermodynamics
- Entropy
- Maxwell ' s Demon.
- Humans as “ informavores. ”
- Solar battery for the eco-system.
- Can computer work without a source of energy?
- Quantum computer.

Week 11:

Culture and Information

- Cultural differences in information processing.
- Information society.
- Marshall McLuhan ' s “ global village ” .
- Social information networks.

- The Internet.

Week 12:

Information perspective on Art and Music

- Alternative view of information.
- Integration of information.
- Information and aesthetics.
- “ Random ” music.

Week 13:

Discussion: Search for connections between different forms of information

Week 14:

Presentations of papers by students

Week 15:

Work on the final version of the paper

NOTE:

Generally, class sessions have format of lectures with frequent interactions between the instructor and students in form of questions and answers, with some regularly scheduled time for discussion in which all students are expected to participate. Students will have an opportunity to influence the proportion of time allocated for the topics considered in the course by asking questions regarding the issues of special interest for them.

In the second part of the course, each student will select a topic for his or her own study going beyond what was done in the class (with approval and advice of the instructor). Based on this study, he or she will write a paper and will make a short presentation of this paper in the class. Instructor will explain his expectations regarding the size, format, and style of the paper. The general rule is that the volume of the paper is of secondary importance. Even short, but informative and interestingly written paper can get high evaluation, while a long paper inflated by multiple quotations, but without student ' s own analysis or other significant contributions may get lower grade.

After each class, students are asked to write a conspectus summarizing the content of the class with the focus on the definitions or descriptions of the concepts introduced, main questions asked and answers given to these questions. Although these entries to the journal will not be evaluated by the instructor, they will be of great value for students in their preparation for the next class.

INT230-1 International Cooperation and Development I (2008curriculum 3 credits)
IST230-1 International Development Studies (2004curriculum 3 credits)

Koichi MORIZONO

Year: 2010
Semester: Fall
Meeting-time/day: M, W 14:00-15:15
Office: A3-2
Office Hours: M, W 16:00-18:00
E-mail: morizono@aiu.ac.jp
Website:

Course Description:

This is an introductory course of international development studies and development cooperation. It is designed to provide students with basic but broad knowledge and analytical skills to understand the current state of developing countries, examine their development issues and problems, and contemplate possible policy measures and approaches. It will begin with examining of their general development status, together with learning of the basic development indicators. This will be followed by poverty analysis and an overview of other common issues and challenges of developing countries. Development and growth theories and strategies will also be touched on. It then proceeds to discussions on key issues of development. While the approaches of economics are used in many parts of analysis and discussion, the social dimensions will also be looked into. Through this course, students will get acquainted with key issues and problems of developing countries and learn how to approach them for solution. This course will also help students identify areas of interest for their further study of development.

Objectives:

Through the course, students are expected to: (i) get acquainted with unique characteristics of the current state of developing countries and their development issues and challenges; (ii) acquire the basic but broad knowledge and analytical skills to examine development issues and problems of developing countries; and (iii) strengthen student 's capability of logical thinking on socio-economic phenomena in general and development process in particular.

Expected Academic Background:

None in particular.

Textbook:

No particular textbook will be used but the first one of the reference books listed below will quite often used. For each class, the handouts prepared by the instructor will be provided.

Reference Books/Other Study Materials:

All books will be available (reserved) at the library and all others also available at

websites. All these information will be provided by Instructor in class.

- * Todaro, Michael P. Economic Development 10th Edition, 2009
- * Meier, Gerald M. Leading Issues in Economic Development 8th Edition, 2005
- * Szirmai, Adam. The Dynamics of Socio-economic Development, Cambridge, 1997
- * Willis, Katie. Theories and Practices of Development, Routledge, 2005
- * de Beer, Frik and Swanepoel, Hennie. Introduction to Development Studies, Oxford, 2001
- * Haynes, Jeffrey. Development Studies, Polity Press. 2008
- * Desai, Vandana and Potter, Robert. The Companion to Development Studies ” , Arnold, 2002
- * Kingsbury, D; Remenyi, Joe; Mckay, John. Key Issues in Development, Palgrave, 2004
- * Handelman, Howard. The Challenge of third World, 4th Ed., Pearson, 2005,
- * Sen, Amartya. Development as Freedom, Anchor Books, 2000
- * Collier, Paul. The Bottom Billion, Oxford, 2007
- * Sachs, Jeffrey. The End of Poverty, Penguin, 2006
- * Allen, Tim and Thomas, Alan. Poverty and Development, Oxford, 2004
- * Atlas of Global Development 2nd Edition, World Bank, 2009
- * Other readings and information available at Web sites: World Bank, UNDP, OECD/DAC, ADB, etc (List of useful Web sites will be given in class)

Assessment:

Student performance will be assessed and graded in the following (weights):

- (1) Final Exam 30%
- (2) Quizzes (mostly multiple choice), collectively 30%
- (3) Homework and Class Presentation 30%
- (4) Class Participation 10%

Note 1: Above weights may change after announcement.

Note 2: The date and the coverage for each of the quizzes will be informed in fairly advance.

Class Schedule:

Week 1:

I. Introduction

- 1) Course Introduction: How developing countries look like?
- 2) What is “ Development ”

Week 2:

- 3) How can we see better-off?
- 4) Measurement of Development and Comparison

Week 3:

- 5) What is a “ developing country ” ?
- 6) Social Development: Social Indicators and HDI

Week 4:

II. Poverty and Other Common Characteristics of Developing World

- 1) Poverty and Inequality (1): What is poverty?
- 2) Poverty and Inequality (2): Inequality in Income Distribution

Week 5:

- 3) Other Common Characteristics: Economic Dimension

Week 6:

- 4) Other Common Characteristics: Social and Cultural Dimensions

Week 7:

- 5) Case Studies

Week 8:

III. Development Strategies and Approaches

- 1) Classical Approaches
- 2) Capitalism and Interventionism

Week 9:

- 3) Neo-Liberalism and Marxism
- 4) Neo-Populism

Week 10:

- 5) Post-development
- 6) Today ' s controversies and New Approaches

Week 11:

IV. Key Development Issues

- 1) Population and Development
- 2) Other population-related Issues

Week 12:

- 3) Education and Other Human Resource-related Issues
- 4) Health and Development

Week 13:

- 5) Environment and Development
- 6) Direct Investment, Foreign Borrowing, and Foreign Aid

Week 14:

- 7) Millennium Development Goals and New Challenges
- 8) Overview

Week 15:

Final Examination

NOTE:

Class sessions have a lecture- cum- discussion format. Each class normally starts with lectures on the topic(s) of the day and then discussion follows, or in lectures, the instructor interacts with students in form of questions and answers for further class discussion. Two types of outside-class assignments are given in class, mandatory and recommended: the former includes necessary readings or work sheets relating to the topic(s) of the day and group work organized for specific subjects with presentation, and the latter is the list of readings for interested students only. Group work is basically for country or sector analysis subject to change depending on the size of class.

INT240-1 Research Methods in the Social Sciences (2008curriculum 3 credits)
INT240-1 Research Methods in the Social Sciences (2004curriculum 3 credits)

Percival Santos

Year: 2010
Semester: Fall
Meeting-time/day: Tuesday and Thursday 1530-1645
Office: A 3-4
Office Hours: Wednesdays 1400-1700
E-mail: santos@aiu.ac.jp
Website:

Course Description:

This course introduces students to the range of methods with which social scientists work as they attempt to systematically understand social phenomena. It provides firsthand experience with the specific procedures through which social science knowledge is developed. It emphasizes the interaction between theory and research and makes explicit links with relevant ideas in the history and philosophy of science that have substantially illuminated the theory and methodology of contemporary social science. Thus emphasis will be on general procedures and epistemological issues as well as on concrete techniques. Students will be expected to work in groups and carry out a small scale research project wherein they generate and analyze data, or work with data already available from survey, historical and census materials. Teaching will take the form of a mixed lecture, workshop and seminar format that is project driven rather than content driven. This means that students are expected to select a topic and a method early on in the course and work on it throughout the term. There is a predetermined corpus of issues and theories that will be taught on the course, however the sequence and order in which any particular issue will be covered in each week will depend on the immediate relevance these will have on the particular stage of the project that the groups happen to be working on.

Students will do the following group tasks:

1. Write a research project proposal (1,500 words by Thursday September 30, 2010)
2. Give class presentations on the progress of their research (at least once in the term)
3. Submit a final group research paper based on the project (4-5,000 words by Tuesday December 14, 2010)

Objectives:

Upon completion of this course students will be able to (1) conduct a small scale research project that is theoretically and methodologically informed (2) understand the general principles and methods involved in doing social research.

Expected Academic Background:

none

Textbook:

none

Reference Books/Other Study Materials:

none

Assessment:

Student achievement of the stated course objectives will be measured in the form of (1) class presentation (2) student participation (3) and a 4-5,000 word research project to be done by a group of 3 students.

Policies & Remarks:

none

Class Schedule:**Week 1:**

The nature of empirical social research

Subtopics: empirical evidence, critical thinking: seeing the structure of arguments, uncovering hidden assumptions

Week 2:

Planning a research project

Subtopics: picking a study topic, conducting a literature review, choosing a research question, writing a research proposal

Week 3:

Qualitative and quantitative research 1

Subtopics: qualitative research, quantitative research, inductive approach, deductive approach, generating and testing hypotheses

Week 4:

Qualitative and quantitative research 2

Subtopics: qualitative research, quantitative research, inductive approach, deductive approach, generating and testing hypotheses

Week 5:

Quantitative research methods

Subtopics: measurement, operationism, reliability, validity, replicability, causality, sampling, testing, interview techniques

Week 6:

Analyzing the quantitative data

Subtopics: univariate analysis, bivariate analysis, multivariate analysis, statistical significance, correlation, causation

Week 7:

Qualitative research methods

Subtopics: ethnography, participant observation, interviews, focus groups

Week 8:

Analyzing the qualitative data

Subtopics: grounded theory, analytic induction, thematic analysis, narrative analysis, secondary analysis of qualitative data

Week 9:

Writing a research proposal

Subtopics: research objective, research procedure, hypothesis, literature review

Week 10:

Combining quantitative and qualitative research

Subtopics: paradigm, triangulation, complementarity, offset, completeness

Week 11:

Market research

Subtopics: market information, market segmentation, market trends, product research, Brand research

Week 12:

Internet-based research

Subtopics: ethnography of the internet, online focus groups, online personal interviews, online social surveys,

Week 13:

Writing up social research

Subtopics: style and tone, cause and effect, background assumptions, literature review, definition of problem, hypotheses

Week 14:

Student Presentations

Week 15:

Student Presentations

NOTE:

none

INT250-1 Comparative Philosophy (2008curriculum 3 credits)
INT250-1 Comparative Philosophy (2004curriculum 3 credits)

Dr. Don Nilson

Year: 2010
Semester: Fall
Meeting-time/day: Tue & Thrs 1530-1645
Office: A4-12
Office Hours: Mon.& Wed. 1330-1500
E-mail: nilson@aiu.ac.jp
Website:

Course Description:

This course is an exploration of several key philosophical issues and concepts in the contexts of several distinct cultures, past and present, by investigating the intellectual or cultural background to the philosophers and issues studied. Themes typically addressed : knowledge and rationality; alternative understandings of what is real and the question of cultural relativism ; mind and selfhood ; concepts of the good and the ideal society; human responsibility; the role and appreciation of works of art. Examples of themes investigated in recent semesters : experience, self & personal identity in Descartes, Locke and Indian philosophers; the concept of the Good in Ancient Greek and Chinese philosophies; nihilism as interpreted in the work of Western philosophers such as Nietzsche, and in the philosophy of Nishitani Keiji; the role of commitment in the work of Kierkegaard and Indian philosophy; the distinct spiritual roles of the poetry of Whitman and of Rumi ; concepts used in East & West about our responsibility for nature and environmental problems.

Objectives:

- In this course, through the comparative studies we undertake, students will develop an appreciation and understanding of several major philosophical issues as they appear in several distinct cultural settings . And they will enhance their skills in critically and thoughtfully responding to such issues.

- Students will learn ways to uncover similarities and differences between different cultures and ultimately this means comparing views of the world, with special reference to philosophical and religious perspectives.

- Students will develop careful, thorough and precise ways of reading works in philosophy with attention to making clear comparisons between philosophers & philosophies. But the course aims for general understanding and so, is not only for students specializing in philosophy.

- Students will improve their logical and critical skills. They will come to see how arguments can be criticized and thus can come to be better understood.

- Students will come to see how the comparative study of philosophy can enrich their

understanding of philosophies, religions and other aspects of various cultures as well.

About Studying Philosophy in a Global Context: In this course we seek a better understanding of key philosophical issues as they appear today in a global context and as ever-more-profoundly affected by diverse cultural influences. Careful reading and research are elements essential to gaining such understanding. The readings for the course are university-level readings, and generally speaking, university-level readings are most often a bit difficult. But we approach the process of close-reading in a structured way, looking for the writers' reasoning and responding to that reasoning. Speaking personally, I truly hope you will come to see the value of, and to enjoy the study of, philosophy as presented via this course. I believe that that the kind of understanding we seek is vital for global culture today and for us as individual citizens.

Textbook:

1. Required Textbook : Thomas P. Kasulis - Intimacy or Integrity. Philosophy and Cultural Difference. (Honolulu : University of Hawai'i Press, 2002.)
2. Recommended Textbook : K. Nishitani The Self-Overcoming of Nihilism (New York: State University of New York Press, 1990.)
3. Selected short readings will be available for you to make your own photocopies. Handouts, such as question sets, charts and outlines, as well as other readings, will be made available during the course.
4. Usual reading assignments from the above (see 1, 2 & 3) will be approximately 20 pages per class.
- 5 We will use some video and audio recordings to enhance our understanding of various themes studied.
6. We will use some on-line resources in philosophy.

Assessment:

Evaluation will be made on the basis of exams, 2 short papers, homework, class participation and presentations. These are:

1)Exams: There will be a mid-semester exam and a final exam consisting of multiple choice, short-answer and essay questions. Each exam counts as 20% of the final grade, but the final exam grade may count more if you do especially well on the final exam.

2)Papers : Students will write two short papers for the course. These will be critically and logically structured papers prepared following detailed instructions that will be provided separately. These papers will count for a total of 25%. Papers must be turned in on time.

3)Homework, Class Participation and Presentations: You are expected to attend and fully participate in each class, to do all readings in preparation for each class and all assigned homework on time . You are expected to be prepared for each class and especially for in-class discussions or presentations that you will do. We will do some short in-class

group presentations on various topics. Together all of these parts of the course will count for 35% of your grade.

Policies & Remarks:

Attendance and participation : All students are expected to attend and participate in all classes and complete all assigned work for the course on time. (See above also.)

Plagiarism or cheating : In accord with AIU policies and good practices in higher education, plagiarism or cheating on a paper, examination, test, or other assignment will result in the failure on that assignment as a minimum. Cases of plagiarism or cheating will be reported to the Dean of Academic Affairs for relevant action.

Plagiarism is the taking of words or ideas of another person and presenting them as your own. It is acceptable to use someone else ' s words or ideas as long as you give the person or source proper credit. If you have doubts or questions about how to give credit to someone else in your own writing, please check with the course instructor or EAP faculty.

Cheating is making use of any assistance on an examination, paper, assignment or other class project beyond what has been authorized by the instructor for the assignment. If you have any questions about what is acceptable, please ask.

This is a course for beginners : no prior background or courses in philosophy are required. A sincere interest is expected in learning about the place of philosophy in human culture.

Class Schedule:

Week 1:

1.Understanding the aims of philosophy.

Week 2:

2.Introduction to the relationships between philosophical orientation and culture. Seeing patterns by way of culture. Two philosophical orientations found in several distinct cultures: Integrity Orientation and Intimacy Orientation. Core ideas and examples. Seeing and understanding from different perspectives. More aspects of the Intimacy Orientation. External vs. internal relations.

Week 3:

3.The Integrity Orientation. Integrity and external relations. Examples from Western philosophy.

Week 4:

4.Intimacy and Integrity orientations as worldviews. Fundamental differences Intimacy and Integrity orientations in relation to knowledge, reasoning and concepts of what is real. Ideas about relations of language to the world. Examples: Concepts of

substance and essence in Descartes, Locke and Indian philosophers. Concepts of self.

Week 5:

5.Intimacy and Integrity orientations and normative questions. Exploring moral questions and ethical systems. Right and wrong. What is the basis of values? How do we understand and evaluate art works. Aesthetic questions viewed from a European perspective and from an Asian perspective. Examples and in-class presentations.

Week 6:

6.Intercultural conflicts understood from Integrity and Intimacy orientations. Examples. Use of these orientations in comparing philosophies. The concept of the Good and the real in Ancient Greek and Chinese philosophies.

Week 7:

7.The problem of Nihilism. Our contemporary world and the problem of Nihilism. Understanding Nihilism as investigated by Kierkegaard, Nietzsche and others. Video on Nietzsche ' s philosophy.

Week 8:

8.Nietzsche ' s affirmative nihilism. Nietzsche and the criticism of the traditional understanding of values. Dostoevsky and Nietzsche explore nihilism and its consequences.

Review / Mid- term Exam

Week 9:

9. Egoism and subjectivity. Egoism and nihilism. More on Nietzsche.

Week 10:

10.Existentialism and the philosophy of Martin Heidegger. Heidegger ' s interpretation of Nietzsche and nihilism.

Week 11:

11. Nietzsche and nihilism. Heidegger on the history of the understanding of what is real.

Week 12:

12.Nishitani ' s reflections on Nietzsche and on Heidegger. How can nihilism be overcome?

Week 13:

13.Is there a relationship between the environmental crisis we face today and the problem of nihilism? Concepts used in East & West about our responsibility for nature and environmental problems. Perspectives on the environmental crisis from Norwegian philosopher Arne Naess and from Buddhist philosophers.

Week 14:

14. Alternative perspectives on the individual self or soul. The individual in society as interpreted by Kierkegaard and Nishitani. Commitment in the philosophy of Kierkegaard. Nishitani 's answers to Nietzsche, Kierkegaard and Heidegger.

Week 15:

15. Summary & review/Final Exam

INT291-1 Debating World News (2008curriculum 3 credits)
INT291-1 Debating World News (2004curriculum 3 credits)

KONISHI, Katsuya

Year: 2010

Semester: Fall

Meeting-time/day: Fri 12:50-15:30

Office: C1-1A

Office Hours:

E-mail:

Website:

Course Description:

It is a cliché that the Japanese in international settings often suffer language handicaps. I believe it is true not because we lack vocabulary or pronunciation skills, but primarily because we tend to gloss over the importance of logic and argumentative practice.

Now we all know that AIU focuses on liberal arts which take its historical roots back to the Renaissance. Part and parcel of the Renaissance knowledge is a study and practice of rhetoric and argumentation. Debate is deeply embedded in this Western tradition of argumentative modes of persuasion, and is taught and practiced extensively at many English-speaking academic institutions.

The course intends to incorporate perspectives from latest international news and practice of argumentative skills and debate. Students are expected to understand a given issue in global context, and present its pros and cons in debating format. You should be acquainted with a set of systematic strategies to think critically and dialectically to develop arguments. By debating and analyzing the both sides of issue, you should be able to appreciate news in depth, and better equipped to form your own opinion.

So, if you want to break off the old mold of Japanese stereotype and join the great tradition of Western civilization, this is the course.

It is especially suited for students interested in careers in business, law, education, media, and/or international public service.

Objectives:

Throughout the course, students are expected to:

- 1) audio-visually understand latest international news, and make a quick summary;
- 2) analyze a given issue, and present its pros and cons;
- 3) learn to muster reasons, and construct a clear-cut, coherent, sequenced arguments supported by evidence and illustrations;
- 4) engage in vigorous classroom debate;
- 5) master elementary skills in "parliamentary and policy debate";
- 6) improve the ability to focus on the substantives and to decipher the peripherals;
- 7) develop the competence to integrate scattered discussions and highlight a core argument.

Expected Academic Background:

none

Textbook:

latest news from CNN, BBC, The New York Times, The Washington Post, The Economist, The Financial Times

Assessment:

Class contribution	50%
Final exam and/or report	50%
A	90-100
B	89-90
C	70-79
D	60-69
F	below 60

Class Schedule:

Week 1:

Introduction -explanation of key terms and vocabulary; purpose and structure of debate; parliamentary and policy debate

Week 2:

"Should we make government bigger or smaller?"

Major advanced democracies suffer fiscal deficits. Yet, the gap between the rich and the poor persists. Should we expect more of governmental interventions to help resolve social and economic woes?

Week 3:

"Should Japan allow more immigrants?"

With ever shrinking population, is Japan better off with its door closed to international migration? Would multi-ethnic Japan an answer to mounting pension deficits and dwindling economic productivity, or is it a security and national identity nightmare?

Week 4:

"Is it true that feminism devalued parenthood?"

Feminism's contribution to the advancement of women's position in contemporary society seems indisputable. Wasn't it, however, at the expense of devaluating parenthood?

Week 5:

"Is the (East) Asian Community possible, and/or desirable?"

Despite some outstanding territorial disputes with China and South Korea, should Japan reach out to seek for an Asian model of the EU?

Week 6:

"Should we fear of China?"

Will increasing assertiveness by China in international economy, military build-up, and diplomatic overtures in Africa lead to instability in the world? Or will it provide an antidote to the American world order?

Week 7:

"Commercialization of sports: should it be encouraged, or discouraged?"

Olympic games cannot continue without official sponsors and American major networks which exert not a few influence on scheduling. Japanese networks commercialize volleyball, swimming, and track and field athletics. Is it a good scenario for the promotion of sports?

Week 8:

"Israeli-Palestinian conflict: who is to blame?"

Has Israel internally colonized Palestine? Do the Palestinians intend to terrorize Israel with the help of outsiders?

Week 9:

"If you were an American, do you vote Democratic, or Republican?"

Based on the mid-term election returns, you are asked to play a candidate role and engage in mock debate.

Week 10:

"The Cove" -an Academy-winning documentary: Are you for or against its message?

It describes annual dolphin hunting operations in a small Japanese village from the oppositional point of view. Should ecology be weighed against local culture? Should economy weighed against conservation?

Week 11:

"Should Japan abolish capital punishment?"

Many advanced democracies have already banned it. Does it have "deterrent effect" on felony? How do you justify continuing false accusations?

Week 12:

"Does WikiLeaks jeopardize or strengthen democracy?"

Massive leaks by the website on commander intelligence from Afghanistan caused an uproar in Washington. On security grounds, Obama administration tries to curb their activities. Is it legitimate? Or are the leaks justifiable?

Week 13:

"Do we need more action on global warming?"

Does "Climategate" -the alleged manipulation of CO2 data- delegitimize anti-global warming efforts? More action on climate change stifle economic growth?

Week 14:

Final debate on latest news topic I

Week 15:

Final debate on latest news topic II

CHN100-1 Chinese I (2008curriculum 2 credits)

CHN110-1 Chinese I (2004curriculum 2 credits)

Naoya YAMAZAKI, Ph.D.

Year: 2010

Semester: Fall

Meeting-time/day: MW 12:10-13:50

Office: C3-9

Office Hours: MW 14:00-15:00 TR 15:30-16:30

E-mail: yama708@aiu.ac.jp

Website: <http://www.yamazakinaoya.com/>

Course Description:

This is a beginning-level Chinese language course for students who have never studied the Chinese language. The main purpose of the course is to improve students' communication skills in the four aspects: reading, writing, listening and speaking. Students will also learn the cultural background of the language.

It is strongly recommended that students take CHN101: Chinese I Practice, a one-credit self-study course, with this course in order to increase vocabulary and improve listening skill.

Objectives:

The objectives of the course are:

1. To make students acquire basic skills of the language
2. To make students be interested in the cultural background of the language

Expected Academic Background:

None

Textbook:

董燕・遠藤光暁 『ともだち 朋友(トータル版)』 朝日出版社,2008年.

ChinesePod <http://chinesepod.com/>

Assessment:

Attendance 25 % Vocabulary Quiz 15 % Test 60 %

Class Schedule:

Week 1:

Introduction to the course: "What is the Chinese language?"

Textbook: Prologue A-B (Pronunciation of modern standard Chinese)

Week 2:

Textbook: Prologue C-D (Pronunciation of modern standard Chinese)

Week 3:

Test (1): Prologue A-D

Week 4:

Textbook: Lesson 1

1. Demonstrative Pronouns
2. Sentence with an adjectival predicate
3. "ma" interrogative sentence
4. Interrogative words and the predicate "ne"
5. Negation

Week 5:

Textbook: Lesson 2

1. A-not-A question
2. Alternative question
3. Omission of the structural particle "de"
4. A noun + the structural particle "de" as a nominal construction

Week 6:

Textbook: Lesson 3

1. Expression of Family members
2. "liang"
3. Expression of Existence: "you" and "meiyou"
4. Expression to ask someone's age
5. Tone change of "yi"

Week 7:

Textbook: Lesson 3-4

Week 8:

Textbook: Lesson 4-5

1. Auxiliary verb "xiang"
2. Date
3. Reduplication of a verb
4. Preposition "gei"
5. "lai" to show willingness

Week 9:

Textbook: Lesson 5

1. Month
2. Time

Week 10:

Textbook: Lesson 6

1. Money

2. Complements

Week 11:

Review of Lesson 1-6

Test (2): Lesson 1-6

Week 12:

Textbook: Lesson 7

1. Verb "zai"
2. Auxiliary verb "yao"
3. Preposition "li"

Week 13:

Textbook: Lesson 8

1. Preposition "zai"
2. Auxiliary verb "neng"
3. Double objectives
4. "duo...dianr"

Week 14:

Textbook: Lesson 9

1. Auxiliary verb "hui"
2. A sentence with two verbs
3. "bie" and "buyao"

Week 15:

Textbook: Lesson 10

1. Auxiliary verb "keyi"
2. Expression of comparison

Test (3): Lesson 7-10 (July 20)

CHN100-2 Chinese I (2008curriculum 2 credits)

CHN110-2 Chinese I (2004curriculum 2 credits)

Shwu Jen CHIOU

Year: 2010

Semester: Fall

Meeting-time/day: 11:50-15:30/F

Office:

Office Hours:

E-mail: chiou@aiu.ac.jp

Website:

Course Description:

This class is designed for total beginners; the first half of this course aims to learn correct pronunciation, intonation, Pinyin spelling, and characters at the basic level. The second half is to learn basic grammar through easy conversations. By practicing these speaking skills, the capability of expressing oneself in Chinese is greatly enhanced.

Objectives:

Learning the Chinese pronunciation, Pinyin spelling, basic grammar and simple daily conversations.

Textbook:

董燕・遠藤光暁『ともだち・朋友 トータル版』朝日出版社 2008年

Assessment:

Attendance 30%,Speaking Skills 10%,Quizzes and final exams60%

Class Schedule:

Week 1:

Introduction

Pronunciation A 1. Accent 2.Monophthong 3.Diphthong

Week 2:

Pronunciation B 1.Consonant 2. Vowel

Grammar 1.The sentence with a Noun Predicate 2.Interrogative sentences

Week 3:

Pronunciation C 1.Diphthong 2.Triphthong

Grammar 1.Personal Pronoun 2.The sentence with a Verb predicate

Week 4:

Pronunciation D 1. Summary of Pronunciation

Grammar 1. Self Introduction

Week 5:

Review Test(1) : Pronunciation A-D

Lesson 1 1. Demonstrative Pronoun 2. The sentence with an adjective predicate

Week 6:

Lesson 2 1.The Affirmative-negative question 2.Alternative Question
Conversation practice

Week 7:

Lesson 3 1. Family Introduction 2. ”有(yǒu)” and “没有(méiyǒu)”
3. Asking Age
Conversation practice

Week 8:

Lesson 4 1.Auxiliary Verb ”想(xiǎng)” 2.Overlapping Types of Verbs
3. Preposition ”(gěi)”
Conversation practice

Week 9:

Lesson 5 1.Asking Date and Time
Conversation practice

Week 10:

Review Test(2):Lesson 1-5

Lesson 6 1. Counting Money 2.Complement of Quantity

Week 11:

Lesson 7 1. Verb ”在(zài)” 2. Auxiliary Verb “要(yào)”
3. Preposition “离(lí)”
Conversation practice

Week 12:

Lesson 8 1. Preposition ”在(zài)” 2. Auxiliary verb ”能(néng)”
3.Double object
Conversation practice

Week 13:

Lesson 9 1.Auxiliary Verb ”会(huì)” 2. The sentence with verbal constructions in succession 3. ”(bié)” and “不要(búyào)”
Conversation practice

Week 14:

Lesson 10 1. Auxiliary verb ”可以(kěyǐ)” 2.Comparison
Conversation practice

Week 15:

Review Test(3):Lesson 6-10

NOTE:

In order to improve listening and writing skills, taking “ CHN101-2: Chinese I Practice ” at the same time is strongly recommended.

CHN200-1 Chinese II (2008curriculum 2 credits)

CHN200-1 Chinese II (2004curriculum 2 credits)

Feng CHEN

Year: 2010

Semester: Fall

Meeting-time/day: T,R 13:30-15:00

Office: A-4-10

Office Hours: M, W 14:00-15:30

E-mail: chen@aiu.ac.jp

Website:

Course Description:

This is an elementary-level Chinese language course for students who have completed CHINESE I. The purpose of the course is to improve students' communication skills in the four aspects: reading, writing, listening and speaking. Students will also learn the cultural background of the language.

Objectives:

The objectives of the course are:

1. to make students be more interested in Chinese language and its cultural background.
2. to improve students' proficiency of the language totally.

Expected Academic Background:

CHN110/CHN100: CHINESE I

Textbook:

董燕・遠藤光暁『ともだち・朋友 トータル版』朝日出版社 2009年

Reference Books/Other Study Materials:

ChinesePod <http://chinesepod.com/>

Assessment:

Attendance 25 %, Test 15 %, Final 60 %

Class Schedule:

Week 1:

Lesson11 1 New words and Expressions, Text

2 Grammar and Exercises

Week 2:

Lesson12 1 New words and Expressions, Text

2 Grammar and Exercises

Week 3:

Lesson13 1 New words and Expressions, Text
2 Grammar and Exercises

Week 4:

Test (lesson11-lesson13)
Lesson14 New words and Expressions, Text

Week 5:

Lesson14 Grammar and Exercises
Lesson15 New words and Expressions,Text

Week 6:

Lesson15 Grammar and Exercises
Lesson16 New words and Expressions,Text,Grammar and Exercises

Week 7:

Test (lesson14-lesson16)
Lesson17 New words and Expressions,Text

Week 8:

Lesson17 Grammar and Exercises
lesson18 New words and Expressions,Text

Week 9:

Lesson18 Grammar and Exercises

Week 10:

Test (lesson17-lesson18)
Lesson19 New words and Expressions,Text

Week 11:

Lesson19 Grammar and Exercises
Lesson20 New words and Expressions,Text

Week 12:

Lesson20 Grammar and Exercises

Week 13:

Lesson21 New words and Expressions,Text

Week 14:

lesson21 Grammar and Exercises

Week 15:
Final examination

CHN200-2 Chinese II (2008curriculum 2 credits)

CHN200-2 Chinese II (2004curriculum 2 credits)

Keiko LAN

Year: 2010

Semester: Fall

Meeting-time/day: Thu 15:30-18:00 Fri 9:00-10:00

Office:

Office Hours:

E-mail: lan@aiu.ac.jp

Website:

Course Description:

This class is for students who have already learned Chinese . In this class, students will continue to study Chinese basic grammar and improve the communication skills of Chinese.

Moreover, in this class, students will also have to study Chinese culture, lifestyle, and manners in order to understand Chinese more clearly and to make Chinese more familiar.

Objectives:

The end of this class, students will be expected to speak Chinese with having a good knowledge of Chinese culture and people.

Expected Academic Background:

CHN110/CHN100: CHINESE I

Textbook:

董燕・遠藤光暁『ともだち・朋友 トータル版』朝日出版社 2009年

Assessment:

Tests, Home works, Activities in the class

(About the details, please wait for the 1st lesson of class)

Policies & Remarks:

students who are going to take this “ Chinese II ” course, please take “ Chinese II Practice ” course at the same time!

(If anyone want to attend “ Chinese II ” class without taking “ Chinese II Practice ” course, please tell me at the first class)

Class Schedule:

Week 1:

Lesson11 an aspect particle 「了」 1

Week 2:

Lesson12 an aspect particle 「了」 2

Week 3:

Lesson13 aspect particle 「了」 3
the progressive form 「在」

Week 4:

Test Lesson11-13
Supplement study

Week 5:

Lesson14 a complement of result
a complement of degree

Week 6:

Lesson15 an aspect particle 「着」

Week 7:

Test Lesson14,15
Supplement study

Week 8:

Lesson16 a construction of emphasis

Week 9:

Lesson17 a complement of direction

Week 10:

Lesson18 a complement of possibility

Week 11:

Test Lesson16-18
Supplement study

Week 12:

Lesson19 a complement of mood

Week 13:

Lesson20 passive voice

Week 14:

Lesson21 a causative verb

Week 15:

Final examination

KRN100-1 Korean I (2008curriculum 2 credits)

KRN110-1 Korean I (2004curriculum 2 credits)

Mitsuko KIM

Year: 2010

Semester: Fall

Meeting-time/day: Mon,Wed 14:00–15:15 Tue 14:00–14:50

Office: E

Office Hours: Tue 16:30–17:30

E-mail: kj0824@aiu.co.jp

Website:

Course Description:

This is a basic conversation course. This course is designed for students who have no knowledge of Korean. The aim of this course is to develop students' basic communicative skills in various situations, such as personal, social and academic situations. Through this course students will be able to gain the confidence to start conversations with native speakers. As this course focuses on conversations in Korean, students will be expected to actively participate in class. Also students will be required to do homework assignments for each class. In order to improve students' listening and speaking skills, all classes will be conducted in Korean. A student who is taking Korean 1 will be strongly recommended to take Korean 1 practice at the same time. Korean 1 practice is a self-taught course using practice book that each unit has connection with main textbook. Students can do practice book exercises at home or in the LDIC of library.

Objectives:

- 1 To develop basic communication skills in Korean.
- 2 To master basic grammar and vocabulary.
- 3 To build a solid foundation for further study.
- 4 To improve pronunciation and listening and speaking skills.

Textbook:

Textbook: Seoul National University Language Research Institute, KOREAN 1 (Yellow Book) Seoul: Moonjinmedia 2005, ISBN 89–539–0553–2.

Practice book: Seoul National University Language Research Institute, KOREAN 1 Practice Book, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978–89–539–0546–7.

Because of some importation difficulties, this book could not be placed at book store. Students can buy textbooks from the instructor in the classroom on the first day of class. 3000yen (2 books)

Assessment:

Class participation 28%

Homework assignment 25%

Bi-weekly quiz 21% (7 × 3points)
Final examination 26%

Policies & Remarks:

Class policy

- (1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part—attending class, doing homework. Also, students' participation is very important to make class fun.
- (2)The instructor will speak Korean all the time. Students are also required to speak Korean only during class.
- (3) Be on time for class. Quizzes will be given during the first 10 minutes of class—if you are late, you may miss your only opportunity to take the quiz.

Assignment policy

- (1)There will be two assignments, exercise homework and recording homework, after each class which will be due the next class (no assignment for the first week).
- (2)Insufficient exercise homework will be considered as a half point.
- (3)Late recording homework will be accepted up to the next classes after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

Assessment policy

- (1) Attendance is an essential part in this course. If a student is absent 5times and more without any written proof of inevitable circumstances or any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival 10 minutes will be considered tardy. Three instances of tardy will be counted as one instance of absence.
- (2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.
- (3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

Class Schedule:

Week 1:

- 1) 2) 3) Hangul

Week 2:

- 4) Lesson1 What is this?
- 5) Review
- 6) Lesson2 Is this a watch?

Week 3:

- 7) Quiz(1)&Review

8) Lesson3 Hello,How do you do?

Week 4:

9) Lesson4 Where we are?

10) Review

11) Lesson5 Are you going to cafeteria?

Week 5:

12) Lesson6 How is the weather today?

13) Quiz(2)&Review

14) Lesson7 What day is today?

Week 6:

15) Lesson8 My room is on the third floor.

Week 7:

16) Lesson9 What did you do yesterday?

17) Quiz(3)&Review

18) Lesson10 Where are you from?

Week 8:

19) Lesson11 Is this Mr.Kim's home?

20) Review

21) Lesson12 How much is an apple?

Week 9:

22) Lesson13 What would you like to have?

23) Quiz(4)&Review

Week 10:

24) Lesson14 Let's hurry.

25) Review

26) Lesson15 We take a bus.

Week 11:

27) Lesson16 Are you busy tomorrow evening?

28) Quiz(5)&Review

29) Lesson17 How many people are there in your family?

Week 12:

30) Lesson18 Do you like baseball?

31) Lesson19 It was my birthday yesterday.

Week 13:

- 32) Lesson20 We went on a trip to Kyongju.
- 33) Quiz(6)&Review
- 34) Lesson21 I want to buy an outfit.

Week 14:

- 35) Lesson22 What are you going to do during the weekend?
- 36) Review
- 37) Lesson23 I've caught a cold.

Week 15:

- 38) Lesson27 What are you going to do during the winter vacation?
- 39) Quiz(7)&Review
- 40) Lesson24 What would you like to have?

Week 16

- 41) Lesson25 I get up at seven o'clock.
- 42) Review
- 43) FINAL EXAMINATION

KRN100-2 Korean I (2008curriculum 2 credits)

KRN110-2 Korean I (2004curriculum 2 credits)

Mitsuko KIM

Year: 2010

Semester: Fall

Meeting-time/day: Mon,Wed 15:30–16:45 Tue 15:30–16:20

Office: E

Office Hours: Tue 16:30–17:30

E-mail: kj0824@aiu.co.jp

Website:

Course Description:

This is a basic conversation course. This course is designed for students who have no knowledge of Korean. The aim of this course is to develop students' basic communicative skills in various situations, such as personal, social and academic situations. Through this course students will be able to gain the confidence to start conversations with native speakers. As this course focuses on conversations in Korean, students will be expected to actively participate in class. Also students will be required to do homework assignments for each class. In order to improve students' listening and speaking skills, all classes will be conducted in Korean. A student who is taking Korean 1 will be strongly recommended to take Korean 1 practice at the same time. Korean 1 practice is a self-taught course using practice book that each unit has connection with main textbook. Students can do practice book exercises at home or in the LDIC of library.

Objectives:

- 1 To develop basic communication skills in Korean.
- 2 To master basic grammar and vocabulary.
- 3 To build a solid foundation for further study.
- 4 To improve pronunciation and listening and speaking skills.

Textbook:

Textbook: Seoul National University Language Research Institute, KOREAN 1 (Yellow Book) Seoul: Moonjinmedia 2005, ISBN 89–539–0553–2.

Practice book: Seoul National University Language Research Institute, KOREAN 1 Practice Book, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978–89–539–0546–7.

Because of some importation difficulties, this book could not be placed at book store. Students can buy textbooks from the instructor in the classroom on the first day of class. 3000yen (2 books)

Assessment:

Class participation 28%

Homework assignment 25%

Bi-weekly quiz 21% (7 × 3points)
Final examination 26%

Policies & Remarks:

Class policy

- (1) Learning a language should be a fun activity. Instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part—attending class, doing homework. Also, students' participation is very important to make class fun.
- (2)The instructor will speak Korean all the time. Students are also required to speak Korean only during class.
- (3) Be on time for class. Quizzes will be given during the first 10 minutes of class—if you are late, you may miss your only opportunity to take the quiz.

Assignment policy

- (1)There will be two assignments, exercise homework and recording homework, after each class which will be due the next class (no assignment for the first week).
- (2)Insufficient exercise homework will be considered as a half point.
- (3)Late recording homework will be accepted up to the next classes after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

Assessment policy

- (1) Attendance is an essential part in this course. If a student is absent 5times and more without any written proof of inevitable circumstances or any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival 10 minutes will be considered tardy. Three instances of tardy will be counted as one instance of absence.
- (2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.
- (3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

Class Schedule:

Week 1:

- 1) 2) 3) Hangul

Week 2:

- 4) Lesson1 What is this?
- 5) Review
- 6) Lesson2 Is this a watch?

Week 3:

- 7) Quiz(1)&Review

8) Lesson3 Hello,How do you do?

Week 4:

9) Lesson4 Where we are?

10) Review

11) Lesson5 Are you going to cafeteria?

Week 5:

12) Lesson6 How is the weather today?

13) Quiz(2)&Review

14) Lesson7 What day is today?

Week 6:

15) Lesson8 My room is on the third floor.

Week 7:

16) Lesson9 What did you do yesterday?

17) Quiz(3)&Review

18) Lesson10 Where are you from?

Week 8:

19) Lesson11 Is this Mr.Kim's home?

20) Review

21) Lesson12 How much is an apple?

Week 9:

22) Lesson13 What would you like to have?

23) Quiz(4)&Review

Week 10:

24) Lesson14 Let's hurry.

25) Review

26) Lesson15 We take a bus.

Week 11:

27) Lesson16 Are you busy tomorrow evening?

28) Quiz(5)&Review

29) Lesson17 How many people are there in your family?

Week 12:

30) Lesson18 Do you like baseball?

31) Lesson19 It was my birthday yesterday.

Week 13:

- 32) Lesson20 We went on a trip to Kyongju.
- 33) Quiz(6)&Review
- 34) Lesson21 I want to buy an outfit.

Week 14:

- 35) Lesson22 What are you going to do during the weekend?
- 36) Review
- 37) Lesson23 I've caught a cold.

Week 15:

- 38) Lesson27 What are you going to do during the winter vacation?
- 39) Quiz(7)&Review
- 40) Lesson24 What would you like to have?

Week 16

- 41) Lesson25 I get up at seven o'clock.
- 42) Review
- 43) FINAL EXAMINATION

KRN200-1 Korean II (2008curriculum 2 credits)

KRN200-1 Korean II (2004curriculum 2 credits)

Byun Hi-Gyung

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 15:30–17:10

Office: A3-6

Office Hours: Wednesday 1:00–4:00p.m.

E-mail: byun@aiu.ac.jp

Website:

Course Description:

This is an “elementary–intermediate” conversation course. This course is designed for students who have successfully completed Korean I or the equivalent level of proficiency. The aim of this course is to develop necessary communicative skills in practical everyday situations, such as personal, social and academic situations. Through this course students will be able to express their thoughts and feelings to some extent and will be able to gain self confidence in communicating with native speakers. As this course focuses on conversation in Korean, students will be expected to actively participate in the class activities. In order to improve listening and speaking skills, all classes will be conducted in Korean.

A Korean 2 taker should take Korean 2 practice at the same time. Korean 2 practice is a self–taught course using practice book. Students can do practice book exercises at home or in the LDIC of library.

Objectives:

By the end of the course students are expected to:

- 1 develop necessary communication skills in Korean.
- 2 build a solid foundation for further study.
- 3 improve pronunciation and fluent speaking skills.
- 4 improve writing skills.

Expected Academic Background:

Students should have finished Korean 1 (yellow book) or have an ability equivalent to it.

Textbook:

Textbook

Seoul National University Language Research Institute, KOREAN 2 한국어2 (Green Book), Seoul: Moonjinmedia, 2003 (2nd edition), ISBN 978–89–539–0225–1.

Practice book

Seoul National University Language Research Institute, KOREAN 2 Practice Book, Seoul: Moonjinmedia, 2005 (1st edition), ISBN 978–89–539–0572–6.

Students can buy textbooks in the classroom on the first day of class. 3000yen (2 books)

Reference Books/Other Study Materials:

None

Assessment:

- 1 Class participation: 26%
- 2 Homework assignment: 25%
- 3 Bi-weekly quiz: 21%
- 4 Final exam: 28%

Policies & Remarks:

COURSE FORMAT AND ACTIVITIES

Korean 2

(1) The class will be structured along with the textbook. Students are assigned to do an exercise section of each lesson due to next class. At the end of each class the instructor will hand out a script which has Korean sentences that have been learned on the day. Students read the script 5times and record all their voice, and submit it to the instructor at the beginning of next class.

(2) There will be 7 bi-weekly quizzes during the course and a final examination at the end of the course. Bi-weekly quizzes will cover the lesson studied during those two weeks and the final examination will be comprehensive. There will be no interim examination.

Korean 2 Practice

(1) Korean 2 practice is a self-taught course. Students do the practice book exercises by themselves at home or in the LDIC of library. The CDs for listening sections are available only at the LDIC. Fill in the blanks on the practice book and confirm your answers with references to “the correct answer” that are at the end of the book. Compositions of review sections should be also finished.

(2)Submit your practice book to the instructor on the day of bi-weekly quiz. After checking your progress, the instructor will return it to you.

POLICIES

Class policy

(1) Learning a language should be a fun activity. The instructor will try to make class easy and enjoyable as possible. In turn, students are required to do their part-attending class, doing homework. Also, students’ participation is very important to make class fun. Do not be afraid of making a mistake! Be active! and Enjoy studying!

(2) The instructor will speak Korean all the time. Students are also required to speak Korean only during class.

(3) Do not be absent. Be on time for class. Quizzes will be given during the first 10-15 minutes of class. So if you are absent or late, you may miss your

only opportunity to take the quiz.

Assignment policy

(1) There will be two kinds of homework assignments, exercise and recording homework for every class, which will be due the next class. No assignment for the first week.

(2) Insufficient exercise homework will be considered as a half point.

(3) Late recording homework will be accepted up to the next classes after they are due. However be aware that 50% of the assignment grade will be deducted if handed in more than two class periods after the due date.

Assessment policy

(1) Attendance is an essential part in this course. If a student is absent 5 times and more without any prior notice, his/her grade will be drop one full letter grade (A→B). Late arrival shall be considered tardy. Three instances of tardy will be counted as one instance of absence.

(2) At the discretion of the instructor, make up quizzes and exam will be given in cases of documented illnesses and/or emergencies.

(3) There will be no curve applied in the final grade evaluation. You are going to be evaluated by the scale of achievement points regardless of where you are ranked in the class.

Class Schedule:

Week 1:

9/2 Review, self-introduction 자기소개

9/7 Lesson 1 I am happy to meet you. 여러분을 알게 되어 기쁩니다.

Week 2:

9/9 Lesson 2 I couldn't come because of a cold. 감기 때문에 결석했어요.

9/14 Lesson 3 How long will it take if I send them by ship? 배로 보내면 얼마나 걸립니까?

Week 3:

9/16 Lesson 4 Do you know how to read Korean? 한글을 읽을 줄 알아요?

9/21 [QUIZ 1] Lesson 5 Please don't hang up and wait. 끊지 말고 기다리세요.

Week 4:

9/28 Lesson 6 That book seems too difficult. 그 책은 너무 어려운 것 같아요.

9/30 Lesson 7 It is the biggest market in Seoul. 서울에서 제일 큰 시장이에요.

Week 5:

10/5 [QUIZ 2] Lesson 8 Do you know where the classroom is? 교실이 어디인지 아세요?

10/7 Lesson 9 I came to register for the Korean language class. 한국어 반에 등록을 하려고 왔어요.

Week 6:

10/14 Lesson 10 We should eat Tteokguk on New Year 's Day morning. 설날 아침에는 떡국을 먹어야 돼요.

10/19 [QUIZ 3] Lesson 11 I still can't make a long conversation. 아직도 이야기를 길게 못 해요

Week 7:

10/21 Lesson 12 What should I do to go to the Jeil bookstore? 제일서점에 가려면 어떻게 해야 돼요?

10/26 Lesson 13 Wasn't it difficult to find my place? 집 찾기가 어려웠지요?

Week 8:

10/28 Lesson 14 It has already been five months since I came to Korea. 한국에 온 지 벌써 다섯 달이 되었습니다.

11/2 [QUIZ 4] Lesson 15 I will cut the price so please come again next time. 깎아 드릴 테니까 다음에 또 오세요.

Week 9:

11/4 Lesson 16 Go straight along this street and use the underpass. 똑바로 가다가 지하도를 건너가세요.

11/9 Lesson 17 Please take our order. 여기 주문 좀 받으세요.

Week 10:

11/11 Lesson 18 Please explain more in detail about the exam. 시험에 대해 자세히 설명해 주세요.

11/16 [QUIZ 5] Lesson 19 What do you do in your free time? 시간이 나면 뭘 해요?

Week 11:

11/18 Lesson 20 I would like to book a flight to London. 런던 가는 비행기표를 예약하고 싶은데요.

11/25 Lesson 21 Please pay the bus fare for me. 대신 버스 요금을 좀 내 주세요.

Week 12:

11/30 [QUIZ 6] Lesson 22 It will be difficult to catch a taxi, what should we do? 택시 잡기가 힘들 텐데 어떻게 하지요?

Week 13:

12/2 Lesson 23 She looks very much like your mother. 여동생이 어머니를 많이 닮았네요.

Week 14:

12/7 Lesson 24 I am going to take a nap after I finish all of the cleaning. 청소를 다 하고 나서 낮잠이나 자려고 해요.

12/9 Lesson 26 Have you ever seen a Ssireum match? 씨름 경기를 본 적이

있어요?

Week 15:

12/14 [QUIZ 7] Lesson 27 Please show me the clothes hanging over there. 저기 걸려 있는 옷을 보여 주세요.

12/16 Final examination

NOTE:

The weekly schedule can be slightly changed depending on students' understanding

RUS100-1 Russian I (2008curriculum 2 credits)

RUS110-1 Russian I (2004curriculum 2 credits)

Pyotr Tumarkin

Year: 2010

Semester: Fall

Meeting-time/day: Thu, Fri 15:30-17:10

Office: B3-4

Office Hours:

E-mail:

Website:

Course Description:

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (Russian 1), printings
2. Main course (Russian 2, 3) based mostly on beginners' courses in Russian for English-speaking learners.

Objectives:

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

Textbook:

Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies)

Reference Books/Other Study Materials:

Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies)
2. P. トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット 44. 東洋書店、2004.

Assessment:

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Policies & Remarks:

Attendance Policy

Attendance is important in this course, since most of the learning will take place in teacher-students intercourse, pattern drill and working in pairs or small groups.

Class Schedule:**Week 1:**

(This is tentative and subject to change)

Introduction course: Russian 1. Week 1 15. phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

RUS200-1 Russian II (2008curriculum 2 credits)

RUS200-1 Russian II (2004curriculum 2 credits)

Pyotr Tumarkin

Year: 2010

Semester: Fall

Meeting-time/day: Thu, Fri 10:30-12:10

Office: B3-4

Office Hours:

E-mail:

Website:

Course Description:

This is an elementary Russian course for beginners, mostly college and university students, giving working knowledge of the fundamentals of Russian.

The course consists of the following parts.

1. Introductory course (Russian 1), printings
2. Main course (Russian 2, 3) based mostly on beginners' courses in Russian for English-speaking learners.

Objectives:

During the course students will acquire the following language and communication skills:

- communicating on the essential aspects of everyday life (meeting people, talking about oneself, shopping and getting around the city, travelling, etc.)
- read and retell simple texts, prepare oral or written reports on given topics;
- read with a dictionary and translate more difficult texts
- learn about 700 Russian words
- get some knowledge on essential aspects of communicating with the Russians (manners and etiquette, mentality etc.)

The course also gives commentary on Russia, its history and culture, Russian traditions, way of life etc.

Textbook:

Main texts

1. Teacher's printings
2. Yu. Ovsienko. Russian for Beginners. Moscow, 2004 (copies)

Reference Books/Other Study Materials:

Additional materials

1. N. Karavanova. A Course in Conversational Russian. Moscow, 2002 (copies)
2. P.トマルキン。ロシア人とのコミュニケーションの基本。ロシア語学習者のための参考書。筑波大学外国語センター、2006.
3. マルガリータ富田。ロシア人・生まれてから死ぬまで。ユーラシア・ブックレット 44. 東洋書店、2004.

Assessment:

Attendance: 30%

Small tests, oral or written: 40%

Semester-end test: 30%

Policies & Remarks:

Attendance Policy

Attendance is important in this course, since most of the learning will take place in teacher-students intercourse, pattern drill and working in pairs or small groups.

Class Schedule:**Week 1:**

(This is tentative and subject to change)

Introduction course: Russian 1. Week 1 15. Phonetics, writing, basic grammar constructions and conversational speech clichés, etc.

Main course: Russian 2, 3. Continued from Russian 1.

Further studying of grammar and vocabulary, acquiring basic skills in speaking, listening, reading and writing.

Russian 2. Week 15 30.

Russian 3 Week 30 45.

MON100-1 Mongolian I (2008curriculum 2 credits)

MON110-1 Mongolian I (2004curriculum 2 credits)

Gangbagana

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 18:00-19:40

Office:

Office Hours:

E-mail: gangbagana@aiu.ac.jp

Website:

Course Description:

This is an introductory course in modern Mongolian grammar. The structure of Mongolian grammar is similar to Japanese, Korean in syntax and morphology. This course will provide students with a basic knowledge of colloquial Mongolian so that they can read and speak easy Mongolian sentences. Students are required to recite Mongolian sentences which were taught at a previous class.

Objectives:

The aim of this class is to deepen students' understanding of modern Mongolian, and to improve students' basic communicative ability in Mongolia

Textbook:

A. Munkhtsetseg and Kh.Delgermaa, "Golden Key to Mongolian". Mon-Education Press, Ulaanbaatar, 2005.

B. 金岡秀朗著 『リアル・モンゴル語』 明石書店. 2009年

Assessment:

An exam given on the last class 40%

Class participation 20%

Recitation of Mongolian 40%

Class Schedule:

Week 1:

Mongolian (Cyrillic) Alphabet.

Week 2:

Interrogative particles.

Week 3:

Genitive case.

Week 4:

Verb . Numbers.

Week 5:

Present tense. Past tense.

Week 6:

Dative-Locative case. Plural.

Week 7:

Future tense. Accusative case.

Week 8:

Possessive case.

Week 9:

Directional case.

Week 10:

Continuative forms of a verb.

Week 11:

Subordinate clauses. Ordinal numbers.

Week 12:

Polite imperative. Commitative case.

Week 13:

Ablative case.

Week 14:

Instrumental case. Causative case.

Week 15:

Reserve class. / exam.

MON200-1 Mongolian II (2008curriculum 2 credits)
MON200-1 Mongolian II (2004curriculum 2 credits)

KANAOKA, Hidero, Gangbagana

Year: 2010

Semester: Fall

Meeting-time/day: Tue, Thu 15:20-17:00

Office: A4-3

Office Hours:

E-mail: hkanaoka@aiu.ac.jp

Website:

Course Description:

This is an intermediate course in the Mongolian language. Students are required to have credits in Mongolian I.

Objectives:

This course will provide students with skill in reading Mongolian texts such as folk tales, legends, and some descriptions of Mongolian culture.

Textbook:

Reproductions of some books and essays will be handed out.

Assessment:

An exam given on the last class 30%

An essay 40%

Class participation 30%

Class Schedule:

Week 1:

Five kinds of domestic animals

Week 2:

Five kinds of domestic animals

Week 3:

Five kinds of domestic animals

Week 4:

Mongolian mythology

Week 5:

Mongolian mythology

Week 6:

Mongolian mythology

Week 7:

Mongolian folk tale 1

Week 8:

Mongolian folk tale 1

Week 9:

Mongolian folk tale 1

Week 10:

Mongolian folk tale 2

Week 11:

Mongolian folk tale 2

Week 12:

Mongolian folk tale 2

Week 13:

Mongolian folk tale 2

Week 14:

Mongolian folk tale 2

Week 15:

Test

FRN100-1 French I (2008curriculum 2 credits)
FRN100-1 French I (2004curriculum 2 credits)

Kuniko ABE

Year: 2010
Semester: Fall
Meeting-time/day: Thu.& Fri. 12:00-13:50
Office: A-4-4
Office Hours: Mon.& Wed.14:00-15:30
E-mail: kunikoabe@aiu.ac.jp
Website:

Course Description:

This is a Beginner level French language course. This course will provide students with elementary communicative competence in everyday situations. Each lesson is based on communicative topics with specific objectives and includes contextualized vocabulary and grammar as well as integrated cultural information. The students will be required to demonstrate satisfactory communication skills in the language using basic structures. Class time will be conducted primarily in English for explanations and instructions.

Objectives:

The target of this course is to reach A1 level of Common European Framework of Reference (CEFR): can talk about oneself; can make contact with others; can obtain information; can fill in a form; can make purchases; can order in a restaurant, etc. At the end of this course the students will be able to comprehend simple concrete situations in every day life, deal with administrative matters, start a conversation and participate in it. This course allows students to prepare for DELF A1 Exam (official French proficiency certification exam - A1 level).

Expected Academic Background:

No academic prerequisite is needed.

Textbook:

Régine Mérieux and Yves Loiseau, Latitudes 1 Méthode de français A1/A2 (+2 CDs), Paris: Didier, 2008. Other materials will be distributed during classes.

Assessment:

Student achievement is evaluated by a composite mark of : Class attendance/ Participation (20%), Homework assignments and quizzes (20%), Mid-term Test (20%) and Final examination (40%).

Class Schedule:

Week 1:

French alphabet, pronunciation and spellings

Week 2:

Module 1: TALK ABOUT YOURSELF

Greetings

Week 3:

Module 1: TALK ABOUT YOURSELF

Make contact with others

Introduce yourself

Week 4:

Module 1: TALK ABOUT YOURSELF

Ask to introduce oneself

Introduce someone

Week 5:

Module 1: TALK ABOUT YOURSELF

Express your likes/dislikes

Week 6:

Module 1: TALK ABOUT YOURSELF

Talk about your projects

Week 7:

Module 2: EXCHANGES

Ask someone to do something

Week 8:

Module 2: EXCHANGES

Talk about completed actions in the past

Week 9:

Module 2: EXCHANGES

Propose, accept, refuse an invitation

Indicate the date; Make an appointment; Tell the time

Week 10:

Module 2: EXCHANGES

Express your point of view, positive/negative

Get information about price and quantity

Week 11:

Module 3: TAKE ACTION

Ask for a direction and indicate a location

Week 12:

Module 3: TAKE ACTION

Express obligation or prohibition; give advices

Week 13:

Module 3: TAKE ACTION

Describe a spot and the location of a place

Week 14:

Module 3: TAKE ACTION

Describe personal activities; express frequency

Week 15:

FINAL EXAMINATION

FRN200-1 French II (2008curriculum 2 credits)
FRN200-1 French II (2004curriculum 2 credits)

Kuniko ABE

Year: 2010
Semester: Fall
Meeting-time/day: Thu.& Fri. 14:30-16:20
Office: A-4-4
Office Hours: Mon.& Wed.14:00-15:30
E-mail: kunikoabe@aiu.ac.jp
Website:

Course Description:

This is a French elementary course which is intended for students who finished French I or who have the same level of competency in French (A1 level CEFR: can introduce him/herself, can ask and answer questions such as where he/she lives, what he/she likes to do, what he/she did or will do, etc.). This course enables students to develop their French language skills further. Students will learn how to use various past and future form as well as conditional and subjunctive modes so that they can describe experience or deal with different situations in traveling and in everyday life. Class time will be conducted in English/French.

Objectives:

The target of this course is to reach A2 level of Common European Framework of Reference (CEFR): can understand sentences and frequently used expressions related to areas of most immediate relevance; can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; can describe in simple terms aspects of his/her background immediate environment, etc. This course allows students to prepare for DELF A2 Exam (official French proficiency certification exam - A2 level).

Expected Academic Background:

Prerequisite: French I level

Textbook:

Régine Mérieux and Yves Loiseau, *Latitudes I Méthode de français A1/A2 (+2CDs)*, Paris: Didier, 2008.

Reference Books/Other Study Materials:

Other materials will be distributed in the class.

Assessment:

Student achievement will be evaluated by composite mark of: Class attendance/Participation(20%), Homework assignments and quizzes (20%), Mid-term Test (20%), Final Examination (40%).

Class Schedule:

Week 1:

Review of French I

(greetings, introducing yourself, asking about time/weather, expressing your likes and dislikes, describing what you did or what you will do, etc.)

Week 2:

Review of French I

(greetings, introducing yourself, asking about time/weather, expressing your likes and dislikes, describing what you did or what you will do, etc.)

Week 3:

Review of French I

(greetings, introducing yourself, asking about time/weather, expressing your likes and dislikes, describing what you did or what you will do, etc.)

Week 4:

Take action

(asking for a direction and indicating a direction)

Week 5:

Take action

(expressing obligation or prohibition, giving advices)

Week 6:

Take action

(describing a spot and the location of a place)

Week 7:

Uses of different tenses: Past

(telling a story, expressing intensity and quantity, making questions)

Week 8:

Uses of different tenses: Past

(describing someone, comparing, expressing agreement/disagreement)

Week 9:

Uses of different tenses: Future

(talking about the future)

Week 10:

Uses of different tenses: Conditional

(saying what you want to/not to do, suggesting, writing a simple letter/an e-mail or make a phone call)

Week 11:

Uses of different tenses: Conditional

(saying what you want to/not to do, suggesting, writing a simple letter/an e-mail or make a phone call)

Week 12:

Uses of Subjunctive mood

(expressing your feelings and emotions - surprise, joy, sadness, anger, fear, satisfaction, deception, disgust, neutral, indifference, etc.)

Week 13:

Uses of Subjunctive mood

(expressing your feelings and emotions - surprise, joy, sadness, anger, fear, satisfaction, deception, disgust, neutral, indifference, etc.)

Week 14:

Reported speech

(relating someone's words, reporting a command, a question, a statement)

Week 15:

FINAL EXAMINATION