

平成 29 年度 名古屋大学大学院共通科目授業案内

Nagoya University Graduate School Common Courses
Course Information
Academic Year 2017



名古屋大学教養教育院

Institute of Liberal Arts and Sciences
Nagoya University

大学院共通科目とは

教養教育院では、平成 23 年度より「国際社会に通用する語学力を養成し、社会変化に対応し得る高度で知的な能力及び素養を備える人材の育成を図る」ことを目的として大学院共通科目を開講しており、平成 29 年度においても、本冊子のとおり開講いたします。

大学院共通科目は、「博士課程教育リーディングプログラム」*に対応した特色のある講義内容となっており、多くの大学院生に受講していただきたいと考えております。

なお、修得した単位がどのように扱われるかは、所属研究科の教務担当係で確認してください。

*「博士課程教育リーディングプログラム」

「博士課程教育リーディングプログラム」は、優秀な学生を俯瞰力と独創力を備え広く産学官にわたりグローバルに活躍するリーダーへと導くため、国内外の第一級の教員・学生を結集し、産・学・官の参画を得つつ、専門分野の枠を超えて博士課程前期・後期一貫した世界に通用する質の保証された学位プログラムを構築・展開する大学院教育の抜本的改革を支援し、最高学府に相応しい大学院の形成を推進することを目的としています。

名古屋大学大学院共通科目の編成・実施方針 (カリキュラム・ポリシー)

学術研究者または高度職業人として国際的に活躍するための基盤となる、専門分野の枠組みを超えて共通な学力、資質・能力を涵養する。そのため、外国語で論理的かつ説得力のある学術論文を執筆し口頭で発表するための科目群、研究倫理を含め責任ある研究者としてのキャリアを築いていくための科目群、多様な関係者との協働によって、主体的に課題を掘み、解決に挑む姿勢を養う科目群を置き、カリキュラムを編成する。

Curriculum Organization and Policy of Nagoya University Graduate School Common Courses

We aim to cultivate globally competent researchers and professionals with the highest level of integrity through the curriculum which foster knowledge, skills and attitude applicable to all academic fields.

The curriculum consists of:

- (1) Research skill courses: courses that aim to enhance the ability to think, write and speak logically and convincingly in foreign languages.
- (2) Research integrity courses: courses that aim to support students build careers as professional researchers meeting the highest standard of research ethics.
- (3) Leadership courses: courses that aim to foster attitudes of taking initiative in collaborating with others to discover and solve problems.

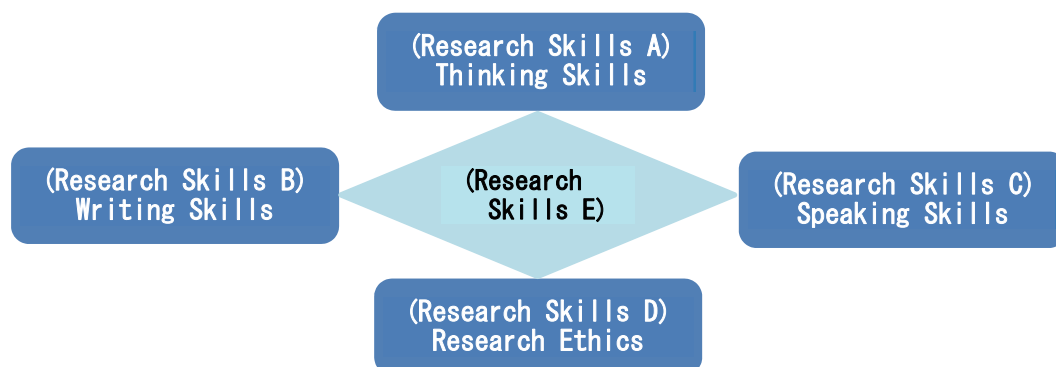
平成29年度春学期授業科目一覧 AY2017 Spring Semester Courses

コース ナンバリング Course Numbering	授業科目 Course Title	単位数 Credits	教員 Instructor	曜日・時限 Day・Period	講義室 Classroom	ページ Page
LAS-RS-5101-E	リサーチ・スキルズ A-1 / Research Skills A-1 (Research Writing and Logical Thinking Skills I)	2	Paul LAI	Tue. 3	全学教育棟本館 C40 / C40, Liberal Arts and Sciences Main Building	9
LAS-RS-5111-E	リサーチ・スキルズ B-1 / Research Skills B-1 (Fundamentals of Academic Writing)	2	Chad NILEP	Fri. 4	全学教育棟本館 C36 / C36, Liberal Arts and Sciences Main Building	11
LAS-RS-5112-E	リサーチ・スキルズ B-3 / Research Skills B-3 (Elements of Academic Writing II)	2	Robert DEACON	Fri. 2	全学教育棟本館 C22 / C22, Liberal Arts and Sciences Main Building	12
LAS-RS-5121-E	リサーチ・スキルズ C-1 / Research Skills C-1 (Practical Presentation Skills)	2	Mark WEEKS	Wed. 3	全学教育棟本館 C40 / C40, Liberal Arts and Sciences Main Building	14
LAS-RS-5122-E	リサーチ・スキルズ C-3 / Research Skills C-3 (Academic Presentation Design)	2	David TOOHEY	Wed. 2	全学教育棟本館 C21 / C21, Liberal Arts and Sciences Main Building	15
LAS-RS-5123-E	リサーチ・スキルズ C-5 / Research Skills C-5 (Academic Presentations: Principles and Practices II)	2	Kyle NUSKE	Thu. 2	全学教育棟本館 S2X / S2X, Liberal Arts and Sciences Main Building	16
LAS-RS-5131-E	リサーチ・スキルズ D-1 / Research Skills D-1 (Academic Writing and research integrity)	2	Paul LAI ・ 戸田山和久	Intensive Course 2017.9.6-9.10	—	18
LAS-RS-5201-O	リサーチ・スキルズ E-1 / Research Skills E-1 (Academic Writing & Communication in German II)	2	Markus RUDE	Tue. 5 Wed. 4	全学教育棟 A 館 A12 / A12 Liberal Arts and Sciences Building A	20
LAS-RS-5301-O	リサーチ・スキルズ E-3 / Research Skills E-3 (Academic Writing & Communication in French II)	2	Nicolas BAUMERT	Mon. 3	全学教育棟 A 館 A12 / A12 Liberal Arts and Sciences Building A	22
LAS-RS-5401-O	リサーチ・スキルズ E-5 / Research Skills E-5 (Academic Writing & Logical Thinking in Chinese II)	2	盧 建 (Jian LU)	Mon. 4	全学教育棟 A 館 A12 / A12 Liberal Arts and Sciences Building A	23
LAS-CD-5001-J	体験型講義「リーダーシップ」 Workshop for Leadership Development	2	栗本英和	集中 7月中旬～ 8月上旬 (予定)	エース・ラボS / ACE Lab.S	24
LAS-CD-5003-J	体験型講義「チーム・ビルディング」 Workshop for Team Building Development	2	栗本英和・ 小松雅宏・ 松原 緑	集中 9月下旬 (予定)	エース・ラボS / ACE Lab.S	26
LAS-AC-5001-J	大学教員論 Preparing Future Faculty	2	夏目達也・ 中島英博・ 丸山和昭・ 齋藤芳子	集中 8月上旬 (予定)	未定	28

平成29年度秋学期授業科目一覧 AY2017 Fall Semester Courses

コース ナンバリング Course Numbering	授業科目 Course Title	単位数 Credits	教員 Instructor	曜日・時限 Day・Period	講義室 Classroom	ページ Page
LAS-RS-6101-E	リサーチ・スキルズ A-2 / Research Skills A-2 (Research Writing and Logical Thinking Skills II)	2	Paul LAI	Tue.3	全学教育棟 A 館 A14 / A14 Liberal Arts and Sciences Building A	31
LAS-RS-6111-E	リサーチ・スキルズ B-2 / Research Skills B-2 (Developing Academic Writing)	2	Chad NILEP	Mon.3	全学教育棟本館 C10 / C10, Liberal Arts and Sciences Main Building	33
LAS-RS-6112-E	リサーチ・スキルズ B-4 / Research Skills B-4 (Elements of Academic Writing II)	2	Robert DEACON	Fri.3	全学教育棟本館 C21 / C21, Liberal Arts and Sciences Main Building	34
LAS-RS-6121-E	リサーチ・スキルズ C-2 / Research Skills C-2 (Research Presentation Techniques)	2	Mark WEEKS	Wed.3	全学教育棟本館 C40 / C40, Liberal Arts and Sciences Main Building	36
LAS-RS-6122-E	リサーチ・スキルズ C-4 / Research Skills C-4 (Academic Presentation Strategies)	2	David TOOHEY	Tue.2	全学教育棟本館 C35 / C35, Liberal Arts and Sciences Main Building	37
LAS-RS-6123-E	リサーチ・スキルズ C-6 / Research Skills C-6 (Academic Presentations: Principles and Practices II)	2	Kyle NUSKE	Thu.3 Thu.2	全学教育棟 A 館 A32 / A32, Liberal Arts and Sciences Building A	39
LAS-RS-6201-O	リサーチ・スキルズ E-2 / Research Skills E-2 (Academic Writing & Communication in German II)	2	Markus RUDE	Tue.5	全学教育棟 A 館 A12 / A12, Liberal Arts and Sciences Building A	41
LAS-RS-6301-O	リサーチ・スキルズ E-4 / Research Skills E-4 (Academic Writing & Communication in French II)	2	Nicolas BAUMERT	Tue.4	全学教育棟 A 館 A12 / A12, Liberal Arts and Sciences Building A	43
LAS-RS-6401-O	リサーチ・スキルズ E-6 / Research Skills E-6 (Academic Writing & Logical Thinking in Chinese II)	2	盧 建 (Jian LU)	Mon.4	全学教育棟 A 館 A12 / A12, Liberal Arts and Sciences Building A	44
LAS-CD-5002-J	体験型講義「マネジメント」 Workshop for Management Development	2	栗本英和	集中	エース・ラボS / ACE Lab.S	45
LAS-CD-5004-J	体験型講義「エンプロイアビリティ」 Workshop for Employability Development	2	栗本英和・ 河野 廉・ 森 典華・ 船津静代	Mon.5	NIC 館 2b 階 212 号室 / National Innovation Complex Building, 2nd Floor, Room 212	47
LAS-AC-5002-J	アクティブラーニングの技法 Active learning methods for graduate student instructors	2	中島英博	Wed.3 秋1期	全学教育棟本館 C41 / C41, Liberal Arts and Sciences Main Building	49

「リサーチ・スキルズ」の構成 The Categories of "Research Skills" Courses



名古屋大学大学院共通科目のコースナンバリング・コードについて

カリキュラムの体系性を明示し、国際通用性を高めるために、大学院共通科目の各授業科目を以下のように 10 桁の英数字で表しています。



※ 1 : 授業を提供する教養教育院を表しています。

※ 2 : 各科目群を表しています。

RS : 外国語で論理的かつ説得力のある学術論文を執筆し口頭で発表するための科目群

AC : 研究倫理を含め責任ある研究者としてのキャリアを築いていくための科目群

CD : 多様な関係者との協働によって、主体的に課題を掴み、解決に挑む姿勢を養う科目群

※ 3 : 授業科目の学修段階を表しています。

5 : 博士課程前期課程基礎的レベル

6 : 博士課程前期課程発展的レベル

※ 4 : 授業科目を識別するための番号です。

※ 5 : 授業の使用言語を表しています。

J : 日本語 E : 英語 B : 日本語・英語を併用 O : その他の言語

The Course Numbering Code for Nagoya University Graduate School Courses

This course numbering system is designed to allow quick and easy searching and understanding of the courses and their positions within the curriculum, in order to facilitate the internationalization of the university.

All courses offered at Nagoya University have a full 10 digit code as follows.



※ 1 : The first three digits of the code represent the Institute of Liberal Arts and Sciences to which the course belongs.

※ 2 : The next two digits are internally designated within each individual department.

RS : Courses that aim to enhance the ability to think, write and speak logically and convincingly in foreign languages.

AC : Course that aim to support students build careers as professional researchers meeting the highest standard of research ethics.

CD : Courses that aim to foster attitudes of taking initiative in collaborating with others to discover and solve problems.

※ 3 : The next digit indicates the levels of the courses.

5 : Master's Program Courses (Basic) 6 : Master's Program Courses (Advanced)

※ 4 : The next three digits indicate the course identifier.

※ 5 : The last digits indicates the language(s) used in the course.

J : Japanese E : English B : Bilingual (English and Japanese)

O : Other languages

申請方法 How to Apply

①

受講を希望する人は、受講申請票(p.55・57)を持参して第1回目の授業(春学期：4月11日(火)～、秋学期：10月2日(月)～)に必ず出席してください。授業担当教員の受講許可が得られた場合は、授業担当教員に受講申請票(p.55・57)を提出してください。但し、受講調整を行うこともあります。その方法については、第1回目の授業で説明します。

注1) リサーチ・スキルズA-1、リサーチ・スキルズA-2の受講希望者は以下の項目を明記の上、電子メールにて申請してください。

表 題 : Research Skills A-1 または Research Skills A-2

送 信 先 : meiwriting[at]ilas.nagoya-u.ac.jp ([at]→@)

申請期限 : 春学期4月11日(火)、秋学期9月29日(金)

1. 学生番号 2. 氏名 3. 所属研究科・専攻 4. 連絡先(電話番号、メールアドレス)
5. 受講理由

注2) 体験型講義の受講希望者は以下の項目を明記の上、電子メールにて申請してください。

表 題 : 受講を希望する授業科目名を記載してください。(例: 体験型講義「リーダーシップ」)

送 信 先 : kuri[at]info.human.nagoya-u.ac.jp ([at]→@)

申請期限 : 春学期4月28日(金)、秋学期10月5日(木)

1. 学生番号 2. 氏名 3. 所属研究科・専攻 4. 連絡先(電話番号、メールアドレス)
5. 受講理由

For course enrollment, you attend the first class (Spring Semester: 4/11-, Fall Semester: 10/2-) of the course with bringing a "Registration Application Form" (p. 55-57). When instructor permits your course enrollment, you submit the "Registration Application Form" to the instructor (p. 55-57). Please note that there may be the case that your course enrollment is not permitted because of the class capacity. The details will be announced during the first class.

Note1: If you wish to take the course of "Research Skills A-1" or "Research Skills A-2", send an email to Instructor in charge of these courses writing the items below.

1. Student ID Number: 2. Student Name: 3. Your Department:
4. Contact Information: (cellphone number and email address)
5. Reason for application:

Subject: Research Skills A-1, Research Skills A-2

Contact to: meiwriting[at]ilas.nagoya-u.ac.jp ([at]→@)

Deadline for application: April 11th (Tue), September 29th (Fri)

Note2: If you wish to take the course of "Workshop for Leadership Development", "Workshop for Team Building Development", "Workshop for Management Development" or "Workshop for Employability Development", send an email to Instructor in charge of these courses writing the items below.

1. Student ID Number: 2. Student Name: 3. Your Department:
4. Contact Information: (cellphone number and email address)
5. Reason for application:

Subject: Please describe the Course Title you wish to attend.
(ex: Workshop for Leadership Development)

Contact to: kuri[at]info.human.nagoya-u.ac.jp ([at]→@)

Deadline for application: April 28th (Fri), October 5th (Thu)

②

受講を許可された人は、所属研究科教務担当係で必ず履修登録をしてください。(登録の締切日は所属研究科担当係に確認して下さい。) 受講を許可された人で、受講を取りやめる場合は必ず授業担当教員に連絡して下さい。

The permitted students, for course enrollment, are required to register for the course at the administration office of their respective graduate school. (Please check the deadline of the course registration at the office of your graduate school, because each graduate school has its own deadline.)

For the permitted students, if they have no intention of taking a course, please contact the course instructor as soon as possible.

■詳細については、下記 URL をご覧ください。

Please go to the following website for details.

<http://www.ilas.nagoya-u.ac.jp/graduateschool-common-subject.html>

<http://meiwriting.ilas.nagoya-u.ac.jp/>

平成 2 9 年度春学期
Spring Semester 2017

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5101-E	2017	Spring	Tue	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills A-1 (Research Writing and Logical Thinking Skills I)		頼 偉寧 Paul W. L. LAI		C40, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
(1)Graduate students who are able to take classes, and communicate, in English. (2)Preference will be given to those who are planning to submit abstracts to international conferences or journals.					
目的と目標／Course Objective					
In research there is nothing more important than having a clear research idea and convincing support for the idea. This course will give you both! The two-semester course has been developed since 2008 using a new teaching method that integrates logical thinking training into research writing. Unlike conventional writing education, it focuses on improving the content of your paper by emphasizing the development of a clear thesis statement (main research idea) and convincing logical argument. The ultimate goal is to help you publish a paper at a high international level. In the spring semester you will learn how to develop a preliminary thesis statement for your research, and a logical argument for the thesis statement. In the autumn semester you will learn how to incorporate the thesis statement and logical argument into an abstract, introduction, and learn how to develop a counterargument or advanced argument. After successfully completing the entire course, you should be in a good position to complete and send your paper for publication. If you succeed in having at least one English abstract accepted for publication during the course period, you might be employed as a teaching assistant of Mei-Writing.					
内容と計画／Course Content					
This is an active learning course! It means that you will learn through active interactions with the course instructor and your group members. There will be plenty of lectures, group works, presentations, and discussions. All these activities will be conducted based on YOUR OWN RESEARCH! The spring semester will cover the following sessions: Lesson 1: Introduction to the course: Why is logical thinking necessary for research writing? (Lecture) Lesson 2: What is research writing? Introducing a narrow but useful definition of research writing. (Lecture) Lesson 3: Developing a main idea for your research - Part 1: Understanding the role of thesis statement in research writing. (Lecture) Lesson 4: Developing a main idea for your research - Part 2: Step-by-step guide on how to build a thesis statement for your research. Lesson 5: Let’ s present and discuss your thesis statement. (Student presentation - part 1) Lesson 6: Let’ s present and discuss your thesis statement. (Student presentation - part 2) Lesson 7: What is logic? How it can be used practically and effectively? (Lecture) Lesson 8: YES! Logic can be practically applied to YOUR research! (Lecture) Lesson 9: Let’s learn to apply logic through some fun and exciting excises! (Group work) Lesson 10: Developing a logical argument for your research - Part 1: Step-by-step guide on how to build an argument for your research. Lesson 11: Developing a logical argument for your research - Part 2: Let’s build your argument! (Group work) Lesson 12: Let’ s present and discuss your logical argument. (Student presentation - part 1) Lesson 13: Let’ s present and discuss your logical argument. (Student presentation - part 2) Lesson 14: What is plagiarism? How logic education can combat plagiarism? (Lecture) Lesson 15: Review, reflection, and course evaluation. (Discussion)					
成績評価の方法と基準／Grading Basis					
Students who need the course credits are required to meet the following conditions: (1) Attendance must be no less than 80%. (2) Two oral presentations ((i) thesis statement, (ii) logical argument)					

教科書, 参考書, 参照情報等 / Textbook, Reference book, etc.

The course instructor has developed a series of course materials, including (i) step-by-step guide on how to build a thesis statement, (ii) step-by-step guide on how to build a logical argument, (iii) template on how to write a high quality abstract, (iv) template on how to write a high quality introduction, etc.

All these materials are free, and will be available for download at Mei-Writing web site.

連絡先 / Contact Address

meiwriting@ilas.nagoya-u.ac.jp

連絡事項 / Notes

(1) If you are interested in taking this course, you are required to send an email to meiwriting@ilas.nagoya-u.ac.jp, explaining why you want to take this course. Due to the high demand of enrollment request for this course, you are advised to send the email as early as possible, preferably by April 11, 2017.

(2) Whether or not you are selected to take this course, please attend the first lesson.

(3) The first lesson of the course will commence on April 11, 2017.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5111-E	2017	Spring	Fri	4	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills B-1 (Fundamentals of Academic Writing)		Chad NILEP		G36, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Open to graduate students in any field. You must be able to communicate in spoken and written English.					
目的と目標／Course Objective					
Introduces basic skills of academic research writing and logical thinking to help graduate students develop from readers into academic writers. Participants produce a preliminary abstract for a major paper—typically their graduation thesis—and deliver an oral presentation analyzing a research paper in their field.					
Uses group discussion among participants (including the instructor and all students). For this reason, all participants must be able to communicate in spoken and written English. Participants should be prepared to discuss actively. This includes asking questions and sharing your ideas.					
内容と計画／Course Content					
Tentative schedule (this could change) 1. What is academic writing? 2. Audience and purpose in academic writing. 3. What is plagiarism? Why is it a problem? 4. What is a research question? How do I make one? 5. What is a thesis statement? How do I write one? 6. Logical argument I: Deductive reasoning 7. Logical argument II: Inductive reasoning 8. Basics of research design 9. Writing strong thesis statements 10. What is an abstract? 11. Writing the abstract 12. Logical, rhetorical, and statistical fallacies 13. Student presentations 14. Student presentations 15. Final abstracts					
成績評価の方法と基準／Grading Basis					
Students who enroll for course credit are required to meet the following conditions: attend at least 80% of meetings; write one abstract; deliver one oral presentation. Students who wish to observe the course for no credit may request to do so.					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
Readings provided by the instructor or online					
連絡先／Contact Address					
nilep@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Course page: http://www.ilas.nagoya-u.ac.jp/~nilep/nuwc-fundamentals.html					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5112-E	2017	Spring	Fri	2	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills B-3 (Elements of Academic Writing I)		DEACON, (Robert) Joel		C22, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students who are able to take classes, and communicate, in English.					
目的と目標／Course Objective					
The purpose of this course is to prepare students to publish at conferences and in academic journals. Elements of Academic Writing 1 specifically guides students through the process of beginning academic research in English. Students will learn how to critically evaluate claims and how to create scholarly thesis statements. Subsequently, students will learn how to refine and focus their thesis statements as they develop and clarify their research plans. Students will then learn how to write a conference style abstract in order to get feedback on their research. The goal of the course is to create an abstract for each student that can be submitted for a conference presentation.					
内容と計画／Course Content					
Students should come to class with research ideas from their field of study. This class will be very interactive. Lectures will be interwoven with activities, tasks, and questions. Lessons will proceed as follows:					
Lesson 1: What is the purpose of your research? What is the purpose of this class? HW1: Expectations Survey					
Lesson 2: Critical thinking (What does this mean? How to do it better?) Old Problems --> New Insights					
Lesson 3: Critical thinking and Common Logical Fallacies Evaluating the claims of other researchers — Activity HW 2: Evaluate the claims of a paper in your field					
Lesson 4: The function of a thesis statement in your research HW3: Create a novel thesis statement					
Lesson 5: Refining your thesis, proposal, research question					
Lesson 6: Research Outline (An organized plan to investigate your thesis) HW 4: Draft outline of your proposal / plan for your presentation					
Lesson 7: Student thesis statement and research proposal presentation.					
Lesson 8: Student thesis statement and research proposal presentation.					
Lesson 9: Writing Abstracts: Types and Organization					
Lesson 10: Writing Abstracts: Conference vs. Paper Abstracts / Weak vs. Strong Abstracts HW 5: Draft outline of your abstract / plan for your presentation					
Lesson 11: Student Abstract Presentations					
Lesson 12: Student Abstract Presentations					
Lesson 13: Collaborating with your research (Due: Conference Abstract Draft 1) Writing Workshop (group work focused on helping each other)					
Lesson 14: Learning from the editorial process (Abstracts are returned with comments)					
Lesson 15: Review, reflection, and course evaluation. (Due: Final Abstract)					
成績評価の方法と基準／Grading Basis					
Students who need course credit will be graded as follows:					
(1) HW (15%)					
(2) Two oral presentations ((i) thesis statement, (ii) abstract (30%))					
(3) Conference Abstract ((i) rough draft, (ii) final draft (30 %))					
(4) Attendance and Participation (25%)					
Students who need the course credits are required to meet the following conditions:					
(5) Students must attend 80% of the classes					

教科書，参考書，参照情報等／Textbook, Reference book, etc.

Course materials will be made available to students by the instructor.

連絡先／Contact Address

deacon.r@ilas.nagoya-u.ac.jp

連絡事項／Notes

If you decide to take this course, please send an email to deacon.r@ilas.nagoya-u.ac. I can then send you more class information before our first meeting.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5121-E	2017	Spring	Wed	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-1 (Practical Presentation Skills)		Mark WEEKS		C40, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students, researchers from any field who are able to take classes and communicate in English are eligible.					
目的と目標／Course Objective					
The aims of this course are to help students/researchers in any field to: 1. acquire skills in creating logical, clear and persuasively effective academic presentations 2. develop confidence and competence in delivering research presentations in English 3. practice discussion for academic contexts					
内容と計画／Course Content					
Classes are conducted in an informal, communicative atmosphere. Students discuss issues and work together in pairs or small groups, changing partners each week in order to increase communication opportunities. Most lessons include a short interactive lecture. Here is a tentative schedule: 1. Introduction: the functions and pleasures of presentations 2. Reducing nervousness, finding your main idea and significance 3. Logically structuring your presentation 4. Effective slide design principles, techniques 5. Delivery: voice, body language, interaction with slides 6. Question time strategies and language 7-9. 1st presentations 10. Communicating at the right level for different audiences 11. Editing and preparation techniques to avoid timing problems 12-14. 2nd presentations 15. Course review * Students give 2 short presentations using their own research or other research material. Consultation is offered during preparation and detailed feedback is given to support improvement. Students can choose to receive a video recording of their presentation for personal review.					
成績評価の方法と基準／Grading Basis					
Two presentations 40% Participation 60%					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
All materials are prepared and provided by the instructor. Electronic copies of key materials will be sent to students throughout the course.					
連絡先／Contact Address					
mark@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Academic presentations are increasingly important in global research communities today. In an atmosphere that is relaxed but at the same time challenging, I want to show that it is possible to enjoy sharing our ideas. * In the event of over-enrolment, students are selected on a first-come, first-served basis at the first class. It is possible to contact me before the first class at the email address above in order to tentatively secure a position in the course.					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5122-E	2017	Spring	Wed	2	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-3 (Academic Presentation Design)		David E. TOOHEY, Ph.D.		C21, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
This class is open to anyone who is interested in presenting projects that they are working on and can communicate at an academic level in spoken and written English. You may be from any academic discipline, though it is required that you have projects to present. It is OK if you are in the early stages of your project. (It is not required that you take another presentation class before taking this class.)					
目的と目標／Course Objective					
This course is designed to improve students academic presentation skills. It incorporates students presentations of academic projects that they have already started and plan to present in other classes. These presentations are designed for students to use logical thinking skills to prioritize what information to present, how to present it, and how to answer audience questions. During these presentations, non-presenting students will be asked to evaluate the presenters. This achieves two goals: 1) for the presenters to get feedback from a variety of points of views; and 2) for students to consider which presentation styles they enjoy and what effective things they can incorporate into their own presentations.					
内容と計画／Course Content					
Lesson 1: Course overview and lecture on academic presentations Lesson 2: Creating effective handouts: logically prioritizing information to include and exclude Lesson 3: Creating effective handouts: using visuals Lesson 4: Presentations Using handouts Lesson 5: Presentations Using handouts Lesson 6: Presentations Using handouts Lesson 7: Logical summaries for PowerPoint presentations (What to include, what grammar to use) Lesson 8: Visual Elements for PowerPoint presentation Lesson 9: Power Point Slide Presentations Lesson 10: Power Point Slide Presentations Lesson 11: Power Point Slide Presentations Lesson 12: Using audio and visual materials to reinforce arguments and evidence Lesson 13: Audio and Visual Presentations Lesson 14: Audio and Visual Presentations Lesson 15: Effectively answering questions, what to expect and the logic of what and when to answer [This schedule and its contents are subject to change.]					
成績評価の方法と基準／Grading Basis					
Class attendance participation 20% Assignment # 1 (Presentation using Handouts) 25%; Assignment #2 (PowerPoint Presentation) 25% Assignment # 3 (Audio and Visual Presentations) 30%. You need to attend at least 10 classes to pass this class.					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
All reading materials are prepared by the teacher and given to students in the class or by e-mail. It is required that students bring an appropriate number of handouts to class when they present. Students should bring English dictionaries to all classes.					
連絡先／Contact Address					
Office: 国際言語文化研究棟 407 号 E-mail: toohey@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Also, be prepared to accept constructive criticism of your presentations; this is very important for being prepared to attend conferences and publishing. It is important that you give honest, constructive feedback to other students, even if they are from another academic disciplines that you are not familiar with.					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5123-E	2017	Spring	Thu	2	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-5 (Academic Presentations: Principles and Practices I)		Kyle NUSKE		S2X, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students in any field are welcome to take this course. Students must be able to communicate effectively in English (student presentations, class discussions, and short lectures will be conducted entirely in English). It is NOT necessary to take this course before taking other presentation courses.					
目的と目標／Course Objective					
The main purpose of this course is to help students create longer and more sophisticated research presentations. Lessons will address the content and structure of professional-level academic presentations as well as strategies for successful delivery, including slide design, speaking style, and body language. The course will have an active learning environment, and students will be expected to participate enthusiastically in group work, class discussion, and presentation feedback activities. The instructor will provide guidance and support throughout the presentation design process. In their presentations, students will make a logical argument about a topic related to their majors or any academic field of interest. They will reference information from at least four academic articles about their topic and critically evaluate claims in their sources. Because students are required to use academic articles as sources, we will devote an early class to reviewing how knowledge is constructed and expressed in these texts. Students will give two presentations: one that introduces their topic and research questions (approximately 5 minutes) and one that contains their complete logical argument (approximately 10 minutes). When giving presentations, students will be expected to use notes rather than reading from a script.					
内容と計画／Course Content					
Tentative lesson schedule (subject to change depending on student need and progress): Lesson 1: Course overview; fundamental characteristics of academic presentations and research Homework: Self-introduction/research interests paragraph Lesson 2: Academic articles: a genre analysis Homework: Respond to the sample article Lesson 3: Academic presentations: structure and content Homework: Respond to the sample presentations Lesson 4: Determining a suitable topic and research questions Homework: Prepare some notes about your intended topic/research questions Lesson 5: Slide design and delivery style Homework: Write a partial draft of your presentation notes Lesson 6: Research questions/presentation design workshop Homework: Prepare your full presentation Lesson 7: Student presentations: topic and research questions Lesson 8: Student presentations: topic and research questions Homework: Find at least two academic sources about your topic Lesson 9: Review: working with academic sources; summary and synthesis Homework: Summarize and synthesize your sources Lesson 10: Thinking critically about claims in your sources Homework: Write a partial draft of your presentation notes, including a short critical response to your sources Lesson 11: Constructing a logical argument about your topic; presentation design workshop Homework: Prepare your full presentation Lesson 12: Student presentations: Logical argument Lesson 13: Student presentations: Logical argument Lesson 14: Student presentations: Logical argument Lesson 15: Course wrap-up					
成績評価の方法と基準／Grading Basis					
Presentation 1: topic and research questions (30%); Presentation 2: logical argument (50%); Homework and participation (20%). Students must attend at least 80% of class sessions in order to receive credit for the course.					

教科書, 参考書, 参照情報等 / Textbook, Reference book, etc.

There is no required textbook. All course materials will be provided by the instructor or selected by students.

連絡先 / Contact Address

連絡事項 / Notes

Enrollment is limited to 20 students. In the event of over-enrollment, seats in the course will be awarded on a first-come, first-serve basis during the first lesson. Please feel free to approach the instructor with any questions or concerns about this class.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5131-E	2017	Spring	Intensive Course		2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills D-1 (Academic Writing and Research Integrity)		Paul W. L. LAI, Kazuhisa TODAYAMA		-	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
(1)Students who are able to take classes, and communicate, in English. (2)Preference will be given to graduate students.					
目的と目標／Course Objective					
“Academic Writing and Research Integrity” is the official name of Mei-Writing summer camp. Since 2011, the camp has been held every summer at a beautiful and relaxed campsite in the mountain areas of Nagano prefecture. Its primary goal is to transform higher education outside the classroom setting so that a more suitable learning environment can be created to foster a better development of a student’ s self-confidence in research, communication and leadership. All the camp activities will be conducted under a teamwork environment. Each student will have to work with other 3 or 4 team members throughout the 5-day camp to compete with other teams for a top prize. They will learn how to make their research ideas clear and convincing in academic writing, understand the importance of upholding ethical standards and practices in the conduct of research. Under the competitive environment, students will naturally become more active and creative in learning. Hopefully this experience will pave a solid foundation for one to be a competent researcher with the highest level of integrity.					
内容と計画／Course Content					
The summer camp has been widely praised as the best outdoor learning experience in the university life. It is the perfect combination of learning and enjoyment. The 5-day camp will cover the following sessions: Session 1: Introduction to the course. (To be carried out at a date prior to departure) Session 2: Camp orientation. (Day 1) Session 3: Workshop on academic writing and logical thinking. (Day 1) Session 4: Student teamwork - 1. (Day 1) Session 5: Student teamwork - 2. (Day 1) Session 6: Workshop on thesis statement. (Day 2) Session 7: Student teamwork - 3. (Day 2) Session 8: Student teamwork - 4. (Day 2) Session 9: Workshop on logical argumentation. (Day 3) Session 10: Student teamwork - 5. (Day 3) Session 11: Student teamwork - 6. (Day 3) Session 12: Workshop on research ethics. (Day 4) Session 13: Student teamwork - 7. (Day 4) Session 14: Final presentation (Day 4) Session 15: Review and reflections (Day 5)					
成績評価の方法と基準／Grading Basis					
Students who need the course credits are required to meet the following conditions: Teamworks (50%) and Final Presentation (50%)					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
The course instructor has developed a series of course materials, including (i) step-by-step guide on how to build a thesis statement, (ii) step-by-step guide on how to build a logical argument, etc. All these materials will be provided for free at the camp.					
連絡先／Contact Address					
meiwriting@ilas.nagoya-u.ac.jp					

連絡事項／Notes

- (1) Camp period: 6 - 10, September 2017
- (2) If you are interested in taking this course, you are required to send an email to meiwriting@ilas.nagoya-u.ac.jp, and fill an application form. Due to the high demand for this course, you are advised to send the email as early as possible.
- (3) A payment (19,800 yen) is needed to cover all 5-day expenses: accommodation, meals, drinks, insurance, etc.
- (4) For further information about the camp (including photos and videos of the past camps), please visit the website: <http://meiwriting.ilas.nagoya-u.ac.jp>

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5201-0	2017	Spring	Tue	5	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-1 (Academic Writing & Communication in German I)		Markus RUDE		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Studierende in Master- oder Doktorkursen, Wissenschaftler und Lehrende; auch fuer deutsche Muttersprachler. Dieser Kurs E-1 zielt mehr auf akademische Texte, Kurs E-2 mehr auf akademische Praesentationen, die beiden Kurse ergaenzen sich also. Aber die beiden Kurse koennen auch einzeln belegt werden.					
目的と目標／Course Objective					
Das Ziel dieses Kurses ist es, Charakteristika akademischer Texte kennenzulernen und zu ueben. Die Vorgehensweise ist eine Mischform aus deduktivem und induktivem Lernen: Im ersten Teil jeder Stunde werden die Grundregeln akademischen Schreibens vermittelt. Aus diesen und aus begleitenden Beispielen koennen Studierende eigene Texte entwickeln. Im zweiten Teil jeder Stunde geben Teilnehmende eine Kurz-Praesentation, worueber dann diskutiert wird; so koennen wesentliche Punkte akademischer Kommunikation auch aus der Praxis gewonnen werden, zum einen aus dem Feedback anderer Kursteilnehmer und des Kursleiters zur eigenen Praesentation, zum anderen aus der kritischen Diskussion anderer Praesentationen. Die Manuskripte der gehaltenen Vortraege werden durch nachfolgende Revisionen schrittweise in einen akademischen Text transformiert.					
内容と計画／Course Content					
1. Ueberblick ueber den Kurs. Planung der studentischen Beitraege. 2. (Theorie:) Die These. (Praxis:) Endgueltnge Festlegung der studentischen Praesentationen. 3. (Theorie:) Klarheit und Kohaerenz. (Praxis:) Studentische Praesentation (10 Minuten) und Diskussion (30 Minuten). 4. (Theorie:) Struktur akademischer Texte. (Praxis:) Studentische Praesentation/Diskussion. 5. (Theorie:) Knappheit und Praezision. (Praxis:) Studentische Praesentation/Diskussion. 6. (Theorie:) Einfachheit der Sprache. (Praxis:) Studentische Praesentation/Diskussion. 7. (Theorie:) Der rote Faden. (Praxis:) Studentische Praesentation/Diskussion. 8. (Theorie:) Die Rolle der Revisionen. (Praxis:) Studentische Praesentation/Diskussion. 9. (Theorie:) Kohaesion und Nachvollziehbarkeit. (Praxis:) Studentische Praesentation/Diskussion. 10. (Theorie:) Lesbarkeit nach inhaltlichen und formalen Aspekten. (Praxis:) Stud. Praes./Disk. 11. (Theorie:) Anschaulichkeit. (Praxis:) Studentische Praesentation/Diskussion. 12. (Theorie:) Leserorientiertheit und sekundaere Leserschaft. (Praxis:) Stud. Praes./Disk. 13. (Theorie:) Interessantheit. (Praxis:) Studentische Praesentation/Diskussion. 14. (Theorie:) Richtiges Zitieren. (Praxis:) Studentische Praesentation/Diskussion. 15. Abschlussbesprechung: Evaluation, Feedback.					
成績評価の方法と基準／Grading Basis					
Anwesenheit: Mindestens 66% Anwesenheit ist Voraussetzung fuer eine Benotung (1-2 Fehlstunden koennen durch die Teilnahme an Mei-Writing Workshops kompensiert werden). Bei ausreichender Anwesenheit erfolgt die Bestimmung der Note aus (1) der Praesentation, (2) dem abschliessenden akademisches Text sowie (3) der aktiven Beteiligung.					
教科書, 参考書, 参照情報等／Textbook, Reference book, etc.					
Empfohlene Literatur: Buchner, Patricia: Campus Deutsch - Schreiben (B2/C1). Hueber Verlag. ISBN 978-3-19-101003-4. Ebel, Hans F. u. Claus Bliefert: Bachelor-, Master- und Doktorarbeit: Anleitungen fuer den naturwissenschaftlich-technischen Nachwuchs. Wiley-VCH. ISBN 978-3-527-32477-4. Esselborn-Krumbiegel, Helga: Richtig wissenschaftlich schreiben. UTB. ISBN 978-3-8252-3694-6. Sonstige Materialien: Per Handout oder Internet.					
連絡先／Contact Address					
mrudeATilas.nagoya-u.ac.jp (Please replace "AT" by "@")					

連絡事項／Notes

Der Kurs ist flexibel und richtet sich auch nach den Beduerfnissen der Teilnehmer (z. B. beim Kurstermin). Nach Ruecksprache ist eventuell ersatzweise eine englischsprachige Praesentation moeglich. Fragen werden gerne auch per E-Mail beantwortet.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5301-0	2017	Spring	Mon	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-3 (Academic Writing & Communication in French I)		Nicolas BAUMERT		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
S' assurer de la validité d'une inscription universitaire et avoir un projet de recherche sur lequel travailler.					
目的と目標／Course Objective					
Le but de ce cours est d' aider les étudiants à développer les bases de l' écriture académique en français. L' approche est multidisciplinaire. Il s' agit d' apprendre à rédiger un texte clair et convaincant visant à la publication d' une première contribution scientifique. A la fin du cours, les étudiants seront capables d' écrire en français au moins un résumé ou un projet de recherche.					
内容と計画／Course Content					
Le cours propose des exposés méthodologiques, des exercices et des ateliers d' écriture. Il s' organise en 3 parties. (1)Introduction aux règles de la rédaction en français et à ses principales difficultés (formulation d' une thèse ou d' une problématique, plans,...) (2)Analyse critique de textes scientifiques (articles, comptes-rendus d' ouvrages,...) (3)Travail de rédaction de la part des étudiants à partir de leurs propres recherches. Le choix du travail final de rédaction peut être choisi en fonction des besoins de chacun (par exemple : candidatures à des bourses, résumé en français d' un mémoire de maitrise ou d' une thèse, résumé en français d' un article en japonais). Plan du cours du semestre 1 (Projet de recherche) : Séance 1 : Inscription, présentation du cours Séance 2 : L' écriture accadémique 1. Les différences entre explication et description Séance 3 : L' écriture accadémique 2 Les types de travaux écrits et leur argumentation Séance 4 : L' écriture accadémique 3 Exprimer la logique et la causalité Séance 5 : L' article scientifique 1. Le résumé Séance 6 : L' article scientifique 2. L' introduction Séance 7 : L' article scientifique 3. Le plan Séance 8 : L' article scientifique 4. La conclusion Séance 9 : Le projet de recherche Séance 10: Trouver la problématique d' une recherche Séance 11 - 13 : Rédaction d' un projet de recherche Séance 14 : Améliorer le texte et découper des paragraphes Séance 15 : Présentation de sa recherche. Conclusion du cours					
成績評価の方法と基準／Grading Basis					
Présence et participation 40% Travail de rédaction 60%					
教科書, 参考書, 参照情報等／Textbook, Reference book, etc.					
教科書:Le matériel de cours sera distribué sous forme de photocopies. 参考書:Un dictionnaire est recommandé.					
連絡先／Contact Address					
meiwriting@ilas.nagoya-u.ac.jp, baumert@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Pour s' inscrire à ce cours, se référer aux instructions générales des cours d' Academic Writing (en particulier pour les dates de début des cours et les salles). Le statut d' auditeur libre est également possible sous condition.					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-5401-0	2017	Spring	Mon	4	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-5 (Academic Writing & Logical Thinking in Chinese I)		盧 建		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
本课程面向所有专业的学生开放。以具有中等以上汉语口头表达能力为佳。					
目的と目標／Course Objective					
思维能力决定了科学研究的水平以及学术论文的质量。这门课将以“思维・研究・写作”为主线，培养学生中文学术论文的写作能力。我们将从学生的实际出发，通过课程的系统训练，逐步引导学生建立汉语思维，并掌握汉语的语言习惯以及论文的写作技巧，以致达到能用中文发表论文的水平。课程设计以一年为单位，计划分为前期、后期两个阶段，前期是准备阶段，以批判性思维能力训练为主，围绕“思维・研究”展开；后期是实践阶段，以论文建构与写作为主线进行具体的指导与实践，争取在课程结束时，帮助学生完成一篇“名副其实”的中文小论文。					
内容と計画／Course Content					
1. 课程设计介绍 2. 规划研究生涯 3. 批判性思维、科学研究与论文建构（以实例对比，阐释论文的层次与逻辑性体现） 4. 批判性思维的性质与技巧 5. 批判性思维训练（以思维游戏为中心） 6. 批判性思维训练（思维测试题） 7. 批判性思维训练（以学术文章为中心） 8. 批判性思维与汉语语言表现的“约定俗成” 9. 如何确定选题及标题设计 10. 课堂讨论 11. 课堂讨论 12. 确定研究方法1（定量研究与定性研究） 13. 确定研究方法2（演绎） 14. 确定研究方法3（归纳） 15. 从对立批判中建立论证结构					
成績評価の方法と基準／Grading Basis					
(1) 出席次数在总课次的2 / 3以上； (2) 课堂表现					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
参考書：①Eugene B. Zechmeister & James E. Johnson 1992.Critical Thinking（上、下） ②戸田山 和久2011『「科学的思考」のレッスン』及其它。所有参考资料的相关部分都会随堂发送，所以无需特别需要，不必事前购买。					
連絡先／Contact Address					
lujian@ilas.nagoya-u.ac.jp lujian55578@hotmail.com					
連絡事項／Notes					
这是一个学习的课堂，也是大家练习学会发表以及学术交流的场所。课上学生们从自己的研究出发，互相启发，互相帮助，创设了一个很好的研究氛围。汉语非母语的学生，除了论文写作训练以外，还可以提高汉语的语言表达能力；中国留学生可以训练逻辑思辨能力以及提高论文的写作技巧。每周除了正常授课外，还有一节个别辅导时间，有需要的学生可以利用这个时间商谈论文或练习学会发表。总之，它就像一个“汉语之家”，欢迎更多的同学加入到我们的行列中。					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-CD-5001-J	2017	前期／Spring	集中講義／Intensive Course		2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
体験型講義「リーダーシップ」		栗本 英和		エース・ラボS	
Workshop for Leadership Development		Hidekazu KURIMOTO		ACE Lab. S	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
体験型講義 1「リーダーシップ」と体験型講義 2「マネジメント」をセットで受講することを勧めます。					
Students are recommended to take both Workshop 1“Leadership Development” and Workshop 2“Management Development” as a set.					
This course will be taught in Japanese.					
目的と目標／Course Objective					
体験型講義は、研究分野の枠組を超えて求められる、リーダーシップ、マネジメント、チーム・ビルディング等に関する基本概念を体験を通して習得すると同時に、事例分析や比較分析を通して基本知識を体系的に学修することを目的とします。 リーダーは未来を拓く牽引者として、学术界だけでなく産業界、経済界、官界、医療機関、研究教育機関ほか非営利団体など業種や業態を超えて求められています。しかしながら、そのリーダー像と行動様式（リーダーシップ）は、必ずしも明確でないため、勘と経験と度胸と呼ばれる、現場での実践型訓練（OJT教育）が行われています。 本講義では、真の勇気と真の知性を備えた牽引者として、価値を創造し、現実解を創出するための基盤となる資質・能力を醸成します。					
This hands-on course enables students to acquire through their experience some foundational concepts that are relevant across different research areas, such as leadership, management, team building etc. At the same time, this course aims for the students to systematically acquire such foundational knowledge with the use of case studies and comparative analyses. Leaders are needed as the driving force to shape the future of an organization, not only in academia, but also across industries and sectors, such as industrial, financial and government sectors, medical and research institutions, as well as not-for-profit organizations. Nevertheless, as the image of such a leader and his/her behavioral patterns (leadership) are not always clearly defined, leaders are trained on the job (OJT education) in the field, where one must rely on his/her intuition, experience and courage. This course will foster student competency or capacity that provides the foundation for creating value and real solutions as leaders with true courage and intellect.					
内容と計画／Course Content					
1-1 リーダーシップの概念を共有する。					
○リーダーシップがもつ概念を言語を用いて表現し、その概念を類型化・構造化します。					
○作成した概念図を、相手に伝わるように伝える、効果的な表現手法を学びます。					
○協働作業を通して、世界に通用する日本型リーダー像を共有します。					
○組織活動を主題にしたドラマの登場人物から、多様なリーダーシップ像を理解します。					
1-2 リーダーシップの身体感覚をつかみます。					
○抽象的な概念を、動画制作プロセスを通して「伝わる」ように「伝える」ための知性と感性を鍛えます。					
○異分野のチーム・メンバーによる概念の形成、物語の作成、素材の収集、動画の編集、作品の発表等において、リーダーシップの実践感覚を学びます。					
○作品制作の工程や成果物に対するアセスメントを行います。また、専門職業人から講評を受けます。					
1-3 各界の著名なトップリーダー※を招き、対話を通して真のリーダー像を探ります。					
○研究開発、行政、産業のトップから、次世代リーダーの必要要件を深掘りします。					
例えば、グローバル企業のCEO、国際的に通用する研究者リーダー、行政の長等					
1-4 本講義で得た学修成果を共有します。					
※大講義室で実施し、受講生以外も聴講可能とするが、質疑は受講生のみ限定します。					

1-1 Sharing the concept of leadership

- Students will use terminologies to express the concept of leadership and typify and structuralize this concept.
- Students will learn effective ways to convey their conceptual diagrams to listeners so that the listeners understand.

- Students will share the image of a global Japanese leader through collaboration.

- Students will gain an understanding of varied leadership styles from characters of TV series themed around organizational activities.

1-2 Experiencing what leadership feels like

- Students will produce a short video to train their intellect and sensibility to “convey” an abstract concept so that it is “understood” by the viewers.

- Students will learn what it feels like to take leadership by working with an interdisciplinary team to form a concept, create a story, collect materials, edit the video and present their work.

- Students will be assessed on the process and the product of their work. They will also receive critique from an industry professional.

1-3 Discovering the image of a true leader – a conversation with top leaders from various sectors

- Students will investigate as to what it takes to be the next leader from leaders in research & development, administrative and industrial sectors

- i.e. a CEO of a global enterprise, a global research leader, a head of a government office, etc.

1-4 Sharing the learning outcomes of the course

※The lecture will be held in the auditorium. Students outside of the course are also invited to attend. However, Q&A will be limited to students enrolled in the course.

成績評価の方法と基準／Grading Basis

課題解決のための想像力・構想力・対話力・評価力 (60%), 講義への参画や態度 (40%)

Students' capability for imagination, conception, dialogue and evaluation as demonstrated in the project (60%),
Student participation and attitude in the lecture (40%)

教科書、参考書、参照情報等／Textbook, Reference book, etc.

講義のなかで示します。

Indicated during the lecture.

連絡先／Contact Address

教養教育院 栗本英和

kuri (at-mark) info.human.nagoya-u.ac.jp , ここで, at-mark を @にしてください。

H.KURIMOTO, Institute of Liberal Arts and Sciences

kuri(at-mark)info.human.nagoya-u.ac.jp , (at-mark) should be replaced with @.

連絡事項／Notes

○体験型講義は、教養教育院が社会人からのニーズ調査に基づき、社会人として国際人として真に求められる資質・能力を醸成する教育プログラムを、担当講師、受講生、修了生が協働して開発を進めています。

○思考と想像する力を育む場である「エース・ラボS」に実施するため、収容数に限りがあります。

○「伝わるように伝える力」を鍛えるワークショップでは、業界の専門職業人と大学が協働で実施します。

※7月中旬から8月上旬の水曜日午後を開講を予定しています。詳細は掲示等で確認してください。

※アドバンスコースとして、体験型講義3「チーム・ビルディング」で総合力を培い、体験型講義4「エンプロイアビリティ」で博士後期課程に繋がる実践力を身につけます。

○The workshop course bases itself on the Institute of Liberal Arts and Sciences' needs assessment survey of working adults, and its educational programs – which foster competency or capability truly asked of a working adult and a global citizen – are developed through collaboration of lecturers and current and past students.

○This course has limited capacity as it is held in “Ace Lab S,” a place to foster one's capacity for thinking and imagination.

○The workshop for the training of “ability to convey information to be understood” will be delivered in collaboration with industry professionals and the university.

※This course is scheduled to be held on Wednesday afternoons between mid-July to mid-August. Please check the bulletin for details.

※As continuation of this workshop, students will take advance courses Workshop 3 “Team Building” to foster their ability for integration and Workshop 4 “Empolyability” to acquire practical skills that are relevant to the doctorate program.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-CD-5003-J	2017	前期／Spring	集中講義／Intensive Course		2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
体験型講義「チーム・ビルディング」		栗本 英和, 小松 雅宏, 松原 緑		エース・ラボ S	
Workshop for Team Building Development		Hidekazu KURIMOTO, Masahiro KOMATSU, Midori MATSUBARA		ACE Lab. S	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
基礎段階として、体験型講義 1「リーダーシップ」、体験型講義 2「マネジメント」 実践段階として、体験型講義 4「エンployアビリティ」					
Workshop 1 “Leadership Development” and Workshop 2 “Management Development” serve as the foundation to this course, and Workshop 4 “Employability” serves as the practical application of this course.					
This course will be taught in Japanese.					
目的と目標／Course Objective					
体験型講義は、研究分野の枠組を超えて求められる、リーダーシップ、マネジメント、チーム・ビルディング等に関する基本概念を体験を通して習得すると同時に、事例分析や比較分析を通して基本知識を体系的に学修することを目的とします。 On the Job Training は、費用の問題があり失敗が許されない、時間的制約から学ぶ時間が十分でない、状況に応じた適切な指導者がいないなど、その限界も指摘されています。 本講義では、文系学生と理系学生が 1 つの目標に向かい、創意工夫、試行錯誤、協働作業を通して、問題の原因追求、解決するための目標や計画の策定、費用と性能と開発費の配分、問題を未然防止するための方策、仮説と検証、根拠に基づいた思考、継続的な改善などを学びます。これらを通して、「わかる」人から「できる」人になるための動機づけを図ります。 また、異分野チームをどのように形成してゆくのか、価値観や文化が異なるチーム・ビルディングを疑似体験します。こうした体験から、専門的知識の長所・短所に気づき、その活かし方から、現実課題に取り組むチーム・サイエンスを学びます。					
This hands-on course enables students to acquire through their experience some foundational concepts that are relevant across different research areas, such as leadership, management, team building etc. At the same time, this course aims for the students to systematically acquire such foundational knowledge with the use of case studies and comparative analyses. Some point out that On the Job Training has its own limitations, such as leaving no space for mistakes due to cost issues, not providing enough time for learning due to time constraints, and a lack of suitable coaching talent for the context. In this course, arts and sciences students work towards the one goal. Through the process of coming up with original ideas, trial-and-error and collaboration, students will learn about cause analysis of a problem; goal setting and planning for problem solving; distribution of expenditures, capacity and development cost; policies to prevent problems; hypothesis and verification; evidence-based thinking; and continuous improvement. These experiences are intended to motivate students to go from “understanding” these concepts to becoming capable of “implementing” them. Furthermore, in order to learn how to form an interdisciplinary team, students will have a pseudo-experience of building a team consisting of members with different values and cultures. From such an experience, students will gain an awareness of the strengths and weaknesses of one’s expert knowledge, and gain an understanding of team science that is applicable to real-life problems by making use of this awareness.					
内容と計画／Course Content					
3-1 文系と理系が協働して耐久性のある構造物を製作する目的、意義、価値を共有します。 3-2 構造物を製作するための予備知識や基礎知識を確認します。 チーム・ビルディングにおけるルールと手順を理解します。 3-3 構造物を製作するための調査、第 1 次設計、目標設定と計画書を作成します。 不具合予測やリスクマネジメントによるデザインレビュー終了後、実際に製作します。 3-4 第 1 回のアセスメント評価と成功事例を共有します。 3-5 原因分析と改善目標を設定し、第 2 次設計、計画書を作成します。 不具合予測やリスクマネジメントによるデザイン・レビュー終了後、実際に製作します。 3-6 第 2 回のアセスメント評価と振り返り資料を作成します。 3-7 概念化して、策を考え、実践し、結果を得る一連の経験と内省から、耐久性の解析力や設計力、合意形成力を培います。また、知識獲得だけでは実践できない気づき（awareness）から、文系と理系が協働して行う開発現場での様々な事象や仕事の進め方を学修します。					

3-1 Sharing the purpose, significance and value of creating a durable bridge made of drink straws through arts and sciences collaboration
 3-2 Going over background and foundational knowledge for creating a structure
 Understanding the rules and procedures of team building
 3-3 Drafting a survey, preliminary design, goal setting and plan outline for creating a structure
 Having reviewed the design through failure analysis and risk management, students will actually create a bridge made of drink straws.
 3-4 Sharing preliminary assessment evaluation and successful cases
 3-5 Performing cause analysis and setting improvement goals, then creating a secondary design and a plan outline
 Having reviewed the design through failure analysis and risk management, students will actually create a bridge made of drink straws.
 3-6 Second assessment evaluation and creating review documentation
 3-7 Through a series of experiences - from conceptualization, strategizing to execution - and through self-examination, students will develop their competency for analysis, planning and consensus building. Furthermore, by developing an awareness, which cannot be gained solely by acquiring knowledge, students will master the experience and ways of working in the field of development where professionals of arts and sciences backgrounds collaborate.

成績評価の方法と基準／Grading Basis

課題解決のための分析力・洞察力・対話力・評価力 (60%)、講義への参画や態度 (40%)

Students' capability for analysis, insight, dialogue and evaluation as demonstrated in the project (60%), Student participation and attitude in the lecture (40%)

教科書、参考書、参照情報等／Textbook, Reference book, etc.

講義のなかで示します。

Indicated during the lecture.

連絡先／Contact Address

教養教育院 栗本英和

kuri(at-mark)info.human.nagoya-u.ac.jp , ここで, at-mark を @にしてください。

H. KURIMOTO, Institute of Liberal Arts and Sciences

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 ○思考と想像する力を育む場である「エース・ラボS」で実施するため、収容数に限りがあります。
 ○実施するワークショップは民間企業の研修プログラム相当する内容を、大学院版に内製化し実施します。
 ※毎年、9月最終週の月曜日、木曜日、金曜日に開講しています。詳細は掲示等で確認してください。
 ※アドバンスコースとして、体験型講義3「チーム・ビルディング」では総合力を、体験型講義4「エンプロイアビリティ」では博士後期課程で求められる実践力を身につけます。

○The workshop course bases itself on the Institute of Liberal Arts and Sciences' needs assessment survey of working adults, and its educational programs - which foster competency or capability truly asked of a working adult and a global citizen - are developed through collaboration of lecturers and current and past students.

○This course has limited capacity as it is held in "Ace Lab S," a place to foster one's capacity for thinking and imagination.

○This workshop takes contents of corresponding training programs implemented in private enterprises and adapts them to the context of a graduate program.

※This class is held each year on the Monday, Thursday and Friday in the last week of September. Please check the bulletin for details.

※As continuation of this workshop, students will take advance courses Workshop 3 "Team Building" to foster their ability for integration and Workshop 4 "Employability" to acquire practical skills that are relevant to the doctorate program.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-AC-5001-J	2017	前期／Spring	集中講義／Intensive Course		2
科目名／Course Title		担当教員／Instructor			講義室／ Classroom
大学教員論		夏目達也・中島英博・丸山和昭・齋藤芳子			—
Preparing Future Faculty		Tatsuya NATSUME, Hidehiro NAKAJIMA, Kazuaki MARUYAMA, Yoshiko SAITOH			
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
とくになし。					
This course will be taught in Japanese.					
目的と目標／Course Objective					
この授業が終了したときに、受講者のみなさんが以下のような知識や能力を身につけることを目標にします。 ・大学の成り立ちや大学教員の職務について理解する ・大学という組織で働くために必要な知識、スキルを身につける ・授業で得た知識、スキルをもとに、自身の今後の学修やキャリア設計を進めることができる ・多様な考え方や経験で培った事例を尊重し、共に教え学びあう雰囲気貢献する。					
The purpose of this course is as follows. 1. to understand the process of establishing universities and the roles of professors. 2. to get knowledge and skills for working in universities as professors. 3. to make plans for studies and academic careers based the knowledges and skills which you get through this course. 4. to contribute to make atmosphere to learn each other.					
内容と計画／Course Content					
大学教員になるために必要な知識、スキル等の獲得をめざし、多面的に大学教員の職務を検討します。受講者の今後のキャリア設計、キャリア開発に資するよう、グループワーク等を適宜織り込んで、実践的に進めます。 ・各回の内容はスケジュールで示しているのので、授業までに教科書の該当箇所を予習しておくこと。					
第1回 大学教員という職業（教科書第1章） 第2回 授業を設計する（第2章） 第3回 学習成果を評価する（第4章） 第4回 教授法の基礎（第3章） 第5回 社会サービスに取り組む（第9章） 第6回 研究指導を始める〔新〕 第7回 研究マネジメントを知る（第8章） 第8回 大学教員の倫理を考える（第11章） 第9回 学生のキャリア形成支援（第6章） 第10回 大学職員論（新） 第11回 FD・SD論 第12回 大学教員のライフステージ（第13章） 第13回 学生を知る〔新〕 第14回 大学教育におけるチームワーク（第7章） 第15回 模擬授業					
成績評価の方法と基準／Grading Basis					
授業への参加・小課題 60% レポート（8月18日（金）締切予定） 40%					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
【教科書】夏目達也、近田政博、中井俊樹、齋藤芳子（2010）『大学教員準備講座』玉川大学出版部（2400円） 【雑誌】『文部科学白書』（文部科学省、年刊）『IDE現代の高等教育』（IDE大学協会、年10回、1954～）					
連絡先／Contact Address					
夏目達也（Tel:052-789-5696）					
連絡事項／Notes					
とくになし。					

平成 2 9 年度秋学期

Fall Semester 2017

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6101-E	2017	Fall	Tue	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills A-2 (Research Writing and Logical Thinking Skills Ⅱ)		頼 偉寧 Paul W. L. LAI		A14, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
(1)Graduate students who are able to take classes, and communicate, in English. (2)Preference will be given to those who are planning to submit abstracts to international conferences or journals.					
目的と目標／Course Objective					
In research there is nothing more important than having a clear research idea and convincing support for the idea. This course will give you both! The two-semester course has been developed since 2008 using a new teaching method that integrates logical thinking training into research writing. Unlike conventional writing education, it focuses on improving the content of your paper by emphasizing the development of a clear thesis statement (main research idea) and convincing logical argument. The ultimate goal is to help you publish a paper that meets a high international standard. In the spring semester you will learn how to develop a preliminary thesis statement for your research, and a logical argument for the thesis statement. In the autumn semester you will learn how to incorporate the thesis statement and logical argument into an abstract, introduction, and learn how to develop a counterargument or advanced argument. After successfully completing the entire course, you should be in a good position to complete and send your paper for publication. If you succeed in having at least one English abstract accepted for publication during the course period, you might be employed as a teaching assistant of Mei-Writing.					
内容と計画／Course Content					
This is an active learning course! It means that you will learn through active interactions with the course instructor and your group members. There will be plenty of lectures, group works, presentations, and discussions. All these activities will be conducted based on YOUR OWN RESEARCH! The spring semester will cover the following sessions: Lesson 1: Review with some big surprises: What is thesis statement and logical argument? (Lecture) Lesson 2: Understanding the global requirements for a high-quality abstract (Lecture) Lesson 3: Let's build a high quality abstract for your research: Step-by-step guidance. (Group work) Lesson 4: Let' s present and discuss your abstract. (Student presentation - part 1) Lesson 5: Let' s present and discuss your abstract. (Student presentation - part 2) Lesson 6: Understanding the global requirements for a high-quality introduction (Lecture) Lesson 7: Let's build a high quality introduction for your research: Step-by-step guidance. (Group work) Lesson 8: Let' s present and discuss your introduction. (Student presentation - part 1) Lesson 9: Let' s present and discuss your introduction. (Student presentation - part 2) Lesson 10: What are the necessary and sufficient conditions for making your research idea convincing? (Lecture) Lesson 11: Let's build a sufficiently convincing support for your research: Step-by-step guidance. (Group work) Lesson 12: What is a counter-argument? Why is it important? (Lecture) Lesson 13: How to counter a counter-argument? Some eye-opening secrets and tricks!! (Lecture) Lesson 14: Let's look at your logical argument again. (Group work & Discussion) Lesson 15: Review, reflection, and course evaluation. (Discussion)					
成績評価の方法と基準／Grading Basis					
Students who need the course credits are required to meet the following conditions: (1)Attendance must be no less than 80%. (2)Two oral presentations: (i) abstract, (ii) introduction					

教科書, 参考書, 参照情報等 / Textbook, Reference book, etc.

The course instructor has developed a series of course materials, including (i) step-by-step guide on how to build a thesis statement, (ii) step-by-step guide on how to build a logical argument, (iii) template on how to write a high quality abstract, (iv) template on how to write a high quality introduction, etc.
All these materials are free, and will be distributed during the course.

連絡先 / Contact Address

meiwriting@ilas.nagoya-u.ac.jp

連絡事項 / Notes

- (1) If you are interested in taking this course, you are required to send an email to meiwriting@ilas.nagoya-u.ac.jp, explaining why you want to take this course. Due to the high demand of enrollment request for this course, you are advised to send the email as early as possible, preferably by September 30, 2017.
- (2) Whether or not you are selected to take this course, please attend the first lesson.
- (3) The first lesson of the course will commence on October 3, 2017.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6111-E	2017	Fall	Mon	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills B-2 (Developing Academic Writing)		Chad NILEP		C10, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Open to graduate students in any field. You must be able to communicate in spoken and written English.					
目的と目標／Course Objective					
Develops skills of academic research writing and logical thinking to help graduate students understand how to incorporate sources into their writing and to write a literature review. Participants will make an annotated bibliography and deliver an oral presentation.					
Uses group discussion among participants (including the instructor and all students). For this reason, all participants must be able to communicate in spoken and written English. All participants should be prepared to discuss actively. This includes asking questions and sharing your ideas.					
内容と計画／Course Content					
Tentative schedule (this could change) 1. Introduce yourself. Form study groups 2. What is an annotated bibliography? 3. What is a thesis statement? 4. How can I improve my thesis statement? 5. What is a literature review? 6. What is a logical argument? 7. How do I use logical argument in my writing? 8. How can outside sources support my argument? 9. Tips from successful writers 10. What is plagiarism and why is it a problem? 11. How do I cite sources and write paraphrases? 12. How should I prepare for an oral presentation? 13. Student presentations 14. Student presentations 15. Annotated bibliographies					
成績評価の方法と基準／Grading Basis					
Students who enroll for course credit are required to meet the following conditions: attend at least 80% of meetings; write an annotated bibliography; deliver one oral presentation. Students who wish to observe the course for no credit may request to do so.					
教科書，参考書，参照情報等／Textbook, Reference book, etc.					
Readings provided by the instructor or online					
連絡先／Contact Address					
nilep@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Course page: http://www.ilas.nagoya-u.ac.jp/~nilep/nuwc-developing.html					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6112-E	2017	Fall	Fri	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills B-4 (Elements of Academic Wirting II)		DEACON, (Robert) Joel		C21, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students who are able to take classes, and communicate, in English. This class is designed for students who are planning to submit abstracts to international conferences and or manuscripts for journal publication.					
目的と目標／Course Objective					
The purpose of Elements of Academic Writing II is to build upon the concepts covered in EAW I in order to prepare students to publish their work in academic journals. This course aims to further advance students’ understanding of and ability to produce academic writing in English. Students will demonstrate that their arguments support their thesis statements, learn how to better present their work in the context of other scholarly research, and learn how to paraphrase and synthesis source material to buttress their arguments more effectively. This will involve critically evaluating previous research, effectively showing how their own research adds to previous research, and or how their research is useful. Ultimately the goal is to refine current work, creating a publishable paper for each student.					
内容と計画／Course Content					
Students should come to class with their current research (an unpublished paper they are working on or have recently finished). This class will be very interactive. Lectures will be interwoven with activities, tasks, and questions. The course will cover the following lessons:					
Lesson 1: Who are we and what is the focus of the class? Review thesis statements and the basic organization of academic papers					
Lesson 2: Review Abstracts Construction: Paper Abstract Rough Draft (Due: thesis statement from current research + itinerary)					
Lesson 3: Plagiarism: citing, paraphrasing and summarizing (Due: Abstract Beginning Draft)					
Lesson 4: The Introduction: your proposals and your plan					
Lesson 5: The Introduction Part 2: Literature review, summarizing, and critical analysis					
Lesson 6: Peer review, choosing where to submit your work, blinding your work. (Due: Submit drafts of Introduction for blind review)					
Lesson 7: Writing Workshop 1: review committees in action. (Comments must be attached to blinded manuscript)					
Lesson 8: Discussion of the review process.					
Lesson 9: The Body: materials, methods, results					
Lesson 10: The Body Part 2: Discussion, Limitations, Conclusion					
Lesson 11: Writing Workshop 2 Focus on Methodology and Expected Results. (Comments must be attached to blinded manuscripts)					
Lesson 12: Fixing common mistakes (Paper and Final Abstract Drafts are Due) (Comments must be typed and attached to blinded manuscript)					
Lesson 13: Student paper presentations. (Due: Final Draft)					
Lesson 14: Student paper presentations.					
Lesson 15: Review, reflection, and course evaluation.					
成績評価の方法と基準／Grading Basis					
Students who need course credit will be graded as follows:					
(1) Thesis Statement (5%)					
(2) Abstract (10%)					
(3) Workshop comments (10%),					
(4) Student Presentations (20%)					
(5) Final Draft of Paper (30%)					
(6) Participation and attendance (25%)					
Students who need the course credits are required to meet the following conditions:					
(7) Students must attend 80% of the classes					

教科書, 参考書, 参照情報等 / Textbook, Reference book, etc.

Course materials will be made available to students by the instructor.

連絡先 / Contact Address

deacon.r@ilas.nagoya-u.ac.jp

連絡事項 / Notes

If you decide to take this course, please send an email to deacon.r@ilas.nagoya-u.ac. I can then send you more class information before our first meeting.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6121-E	2017	Fall	Wed	3	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-2 (Research Presentation Techniques)		Mark WEEKS		C40, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students, researchers from any faculty who are able to take classes and communicate in English are eligible. * The Spring semester course “Research Skills C1” is NOT a prerequisite for taking this course.					
目的と目標／Course Objective					
This course has the following practical goals: 1. to raise your drafting and practical speaking skills to a level where your presentations (or poster sessions) at an international level can be highly effective, low stress, even enjoyable. 2. to produce logically persuasive presentation abstracts, scripts and slides related to your research area that you can use as models for future “real world” presentations. 3. to raise your confidence in general international communication in academic contexts.					
内容と計画／Course Content					
Classes are conducted in an informal, communicative atmosphere. Students discuss issues and work together in pairs or small groups, changing partners each week in order to increase communication opportunities. Most lessons include a short interactive lecture. Here is a tentative schedule: 1. Introduction: aims and benefits of presenting your research 2. Developing confidence, supporting an idea clearly 3. Using an abstract to logically organize a presentation 4. How to have your presentation proposal accepted to a conference 5. Creating logical flow through language and slides 6. Presenting your data effectively, handling Q&A 7-9. 1st presentations 10. Poster session techniques 11. Special visual design techniques for clarity and impact 12-14. 2nd presentations 15. Course review * Students give 2 short presentations using their own research or other research material. Consultation is offered during preparation and detailed feedback is given to support improvement. Students can ask to receive a video recording of their presentation for personal review.					
成績評価の方法と基準／Grading Basis					
Two presentations 40% Participation 60%					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
All materials are prepared and provided by the instructor. Electronic copies of key materials will be sent to students throughout the course. It will be helpful to bring a dictionary for using English to class.					
連絡先／Contact Address					
mark@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Let’s think of academic presentations as an important, useful opportunity to disseminate ideas, test theories and establish contact with other researchers. In the event of over-enrolment, students are selected on a first-come, first-served basis at the first class. It is possible to contact me at the above email address before the first class in order to tentatively secure a position in the course.					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6122-E	2017	Fall	Tue	2	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-4 (Academic Presentation Strategies)		David E. TOOHEY, Ph.D.		C35, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrolment Conditions, etc.					
This class is open to anyone who is interested in presenting projects that they are working on and can communicate at an academic level in spoken and written English. You may be from any academic discipline, though it is required that you have projects to present. It is OK if you are in the early stages of your project. (It is not required that you take another presentation class before taking this class.)					
目的と目標／Course Objective					
This course will provide instruction about, and chances to practice, planning and using strategies to improve academic presentations. These strategies will include making basic handouts, scripts, and effective PowerPoint slides. Students will learn: 1.) the differences between these elements; and 2.) how to use these differences to improve their presentation skills. In particular, students will learn how to use notes, symbols, builds, and annotations to present large amounts of information in relatively short amounts of time and written material. In this course, students will learn how to present in a style suitable for international academic conferences.					
内容と計画／Course Content					
1. Introduction 2. Information Overload 3. Notes-Style Writing, Visual Symbols, and Annotation 4. 1st Presentation: Effectively Using Handouts 5. 1st Presentation: Effectively Using Handouts 6. Readings from a Script vs. Reading from a Paper 7. Practice Maintaining Eye Contact while Using a Script [viewing of video examples] 8. Compacting Sentences into Notes 9. 2nd Presentation Using A Script 10. 2nd Presentation Using A Script 11. Elements of a PowerPoint Presentation 12. The Data and Findings Section of a PowerPoint Presentation 13. Visual Elements of a PowerPoint Presentation (Builds, graphics, charts, etc.) 14. Final Presentation 15. Final Presentation [This schedule and its contents are subject to change]					
成績評価の方法と基準／Grading Basis					
The grading is based on the following elements: active class room participation (20%); Presentation 1 (25%); Presentation 2 (25%); and Presentation 3 (30%). Grades for presentations include all skills learned in the previous presentation (i.e. the grade for presentation 2 will include elements from presentation 1. Students who miss more than 5 classes will not pass this class.					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
The teacher will distribute readings in class or by e-mail. However, students are encouraged to frequently watch videos of professors from their discipline doing serious academic presentations. These are available on YouTube. The University of California has a channel with many academic videos that may be watched for free.					

連絡先／Contact Address

E-mail: toohey@ilas.nagaoya-u.ac.jp
Office: 国際言語文化研究棟407号

連絡事項／Notes

You need to attend at least 10 classes to pass this class.
Also, be prepared to accept constructive criticism of your presentations; this is very important for being prepared to attend conferences and publishing.
It is important that you give honest, constructive feedback to other students, even if they are from another academic disciplines that you are not familiar with.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6123-E	2017	Fall	Thu	2	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills C-6 (Academic Presentations: Principles and Practices II)		Kyle NUSKE		A32, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Graduate students in any field are welcome to take this course. Students must be able to communicate effectively in English (student presentations, class discussions, and short lectures will be conducted entirely in English). It is NOT necessary to take this course before taking other presentation courses.					
目的と目標／Course Objective					
Building on Academic Presentations: Principles and Practices I, the main purpose of this course is to help students create longer and more sophisticated research presentations. Lessons will address the content and structure of professional-level academic presentations as well as strategies for successful delivery, including slide design, speaking style, and body language. The course will have an active learning environment, and students will be expected to participate enthusiastically in group work, class discussion, and presentation feedback activities. The instructor will provide guidance and support throughout the presentation design process. In their presentations, students will make a logical argument about a topic related to their majors or any academic field of interest. They will reference information from at least four academic articles about their topic and critically evaluate claims in their sources. Because students are required to use academic articles as sources, we will devote an early class to reviewing how knowledge is constructed and expressed in these texts. Students will give two presentations: one that introduces their topic and research questions (approximately 10 minutes) and one that contains their complete logical argument (approximately 20 minutes). When giving presentations, students will be expected to use notes rather than reading from a script.					
内容と計画／Course Content					
Tentative lesson schedule (subject to change depending on student need and progress): Lesson 1: Course overview; fundamental characteristics of academic presentations and research Homework: Self-introduction/research interests paragraph Lesson 2: Academic articles: a genre analysis Homework: Respond to the sample article Lesson 3: Academic presentations: structure and content Homework: Respond to the sample presentations Lesson 4: Determining a suitable topic and research questions Homework: Prepare some notes about your intended topic/research questions Lesson 5: Slide design and delivery style Homework: Write a partial draft of your presentation notes Lesson 6: Research questions/presentation design workshop Homework: Prepare your full presentation Lesson 7: Student presentations: topic and research questions Lesson 8: Student presentations: topic and research questions Homework: Find at least two academic sources about your topic Lesson 9: Review: working with academic sources; summary and synthesis Homework: Summarize and synthesize your sources Lesson 10: Thinking critically about claims in your sources Homework: Write a partial draft of your presentation notes, including a short critical response to your sources Lesson 11: Constructing a logical argument about your topic; presentation design workshop Homework: Prepare your full presentation Lesson 12: Student presentations: Logical argument Lesson 13: Student presentations: Logical argument Lesson 14: Student presentations: Logical argument Lesson 15: Course wrap-up					

成績評価の方法と基準／Grading Basis

Presentation 1: topic and research questions (30%); Presentation 2: logical argument (50%); Homework and participation (20%).
Students must attend at least 80% of class sessions in order to receive credit for the course.

教科書，参考書，参照情報等／Textbook, Reference book, etc.

There is no required textbook. All course materials will be provided by the instructor or selected by students.

連絡先／Contact Address

連絡事項／Notes

Enrollment is limited to 20 students. In the event of over-enrollment, seats in the course will be awarded on a first-come, first-serve basis during the first lesson. Please feel free to approach the instructor with any questions or concerns about this class.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6201-0	2017	Fall	Tue	5	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-2 (Academic Writing & Communication in German II)		Markus RUDE		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
Studierende in Master- oder Doktorkursen, Wissenschaftler und Lehrende; auch fuer deutsche Muttersprachler. Kurs E-1 zielt mehr auf akademische Texte, dieser Kurs E-2 mehr auf akademische Praesentationen, die beiden Kurse ergaenzen sich also. Aber die beiden Kurse koennen auch einzeln belegt werden.					
目的と目標／Course Objective					
Das Hauptziel dieses Kurses ist es, akademisches Praesentieren zu erlernen. Die Vorgehensweise ist eine Mischform aus deduktivem und induktivem Lernen: Im ersten Teil jeder Stunde werden wichtige Punkte zu Praesentationen und Vortraegen vermittelt. Mit diesen und aus begleitenden Beispielen koennen Studierende eigene Praesentation entwickeln. Im zweiten Teil jeder Stunde geben Teilnehmende eine Kurz-Praesentation, worueber dann diskutiert wird; so koennen wesentliche Punkte akademischer Kommunikation auch aus der Praxis gewonnen werden, zum einen aus dem Feedback anderer Kursteilnehmer und des Kursleiters zum eigenen Beitrag, sowie aus der kritischen Diskussion der Beitraege anderer Teilnehmender. Die Manuskripte der Praesentationen werden durch nachfolgende Revisionen schrittweise in einen akademischen Text transformiert, so dass in diesem Kurs auch Akademisches Schreiben geuebt wird.					
内容と計画／Course Content					
1. Ueberblick ueber den Kurs. Planung der studentischen Beitraege. 2. (Theorie:) Die These/Hauptaussage. (Praxis:) Endgueltige Festlegung der studentischen Praesentationen. 3. (Theorie:) Planungstechniken: Das Forschungstagebuch und die Mindmap. (Praxis:) Studentische Praesentation (10 Minuten) und Diskussion (30 Minuten). 4. (Theorie:) Die Struktur von Praesentatione. (Praxis:) Studentische Praesentation/Diskussion. 5. (Theorie:) Fuer wen ist die Praesentation? (Praxis:) Studentische Praesentation/Diskussion. 6. (Theorie:) Wie viel Text? Die Foliengestaltung. (Praxis:) Studentische Praesentation/Diskussion. 7. (Theorie:) Das Handout. (Praxis: Studentische Praesentation/Diskussion. 8. (Theorie:) Rhetorik und Argumentation. (Praxis:) Studentische Praesentation/Diskussion. 9. (Theorie:) Der Probevortrag. (Praxis:) Studentische Praesentation/Diskussion. 10. (Theorie:) Die Koerpersprache. (Praxis:) Studentische Praesentation/Diskussion. 11. (Theorie:) Die Diskussion. (Praxis:) Studentische Praesentation/Diskussion. 12. (Theorie:) Die Stimme und die Aussprache (Praxis:) Studentische Praesentation/Diskussion. 13. (Theorie:) Der Humor. (Praxis:) Studentische Praesentation/Diskussion. 14. (Theorie:) Zusammenfassung haeufiger Redemittel. 15. Abschlussbesprechung: Evaluation, Feedback.					
成績評価の方法と基準／Grading Basis					
Anwesenheit: Mindestens 66% Anwesenheit ist Voraussetzung fuer eine Benotung (1-2 Fehlstunden koennen durch die Teilnahme an Mei-Writing Workshops kompensiert werden). Bei ausreichender Anwesenheit erfolgt die Bestimmung der Note aus (1) der Praesentation, (2)dem abschliessenden akademisches Text sowie (3) der aktiven Beteiligung.					
教科書, 参考書, 参照情報等／Textbook, Reference book, etc.					
Empfohlene Literatur: Backhaus, Anke, Ilse Sander und Johanna Skrodzki: Mittelpunkt – Intensivtrainer schriftlicher und muendlicher Ausdruck. Stuttgart: Ernst Klett Sprachen. ISBN 978-3-12-676614-2. Ebel, Hans F. u. Claus Bliefert: Bachelor-, Master- und Doktorarbeit: Anleitungen fuer den naturwissenschaftlich-technischen Nachwuchs. Wiley-VCH. ISBN 978-3-527-32477-4. Esselborn-Krumbiegel, Helga: Richtig wissenschaftlich schreiben UTB. ISBN 978-3-8252-3694-6. Sonstige Materialien: Per Handout oder Internet.					

連絡先／Contact Address

mrudeATilas.nagoya-u.ac.jp (Please replace "AT" by "@")

連絡事項／Notes

Der Kurs ist flexibel und richtet sich auch nach den Beduerfnissen der Teilnehmer (z. B. beim Kurstermin). Nach Ruecksprache ist eventuell ersatzweise eine englischsprachige Praesentation moeglich. Fragen werden gerne auch per E-Mail beantwortet.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6301-0	2017	Fall	Tue	4	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-4 (Academic Writing & Communication in French II)		Nicolas BAUMERT		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
S' assurer de la validité d'une inscription universitaire et avoir un projet de recherche sur lequel travailler. Il n'est pas nécessaire d'avoir suivi le cours du premier semestre pour s'inscrire.					
目的と目標／Course Objective					
Le but de ce cours est d' aider les étudiants à développer les bases de l' écriture académique en français. L' approche est multidisciplinaire. Il s' agit d' apprendre à rédiger un texte clair et convaincant visant à la publication d' une première contribution scientifique. A la fin du cours, les étudiants seront capables d' écrire en français au moins un résumé ou un projet de recherche.					
内容と計画／Course Content					
Le cours propose des exposés méthodologiques, des exercices et des ateliers d' écriture. Il s' organise en 3 parties. (1)Introduction aux règles de la rédaction en français et à ses principales difficultés (formulation d' une thèse ou d' une problématique, plans,...). (2)Analyse critique de textes scientifiques (articles, comptes-rendus d' ouvrages,...) (3)Travail de rédaction de la part des étudiants à partir de leurs propres recherches. Le choix du travail final de rédaction peut être choisi en fonction des besoins de chacun (par exemple : candidatures à des bourses, résumé en français d' un mémoire de maitrise ou d' une thèse, résumé en français d' un article). Plan du cours du semestre 2 (Résumé et compte-rendu) : Séance 1 : Inscription, présentation du cours Séance 2 : L' écriture accadémique 1. Les différences entre explication et description Séance 3 : L' écriture accadémique 2 Les types de travaux écrits et leur argumentation Séance 4 : L' écriture accadémique 3 Entraînement au résumé d' un texte argumentatif Séance 5 : Entraînement au résumé d' un texte academique Séance 6 : L' article scientifique 2. L' introduction Séance 7 : L' article scientifique 3. Le plan Séance 8 : L' article scientifique 4. La conclusion Séance 9 : Le compte-rendu d' un article scientifique Séance 10: Trouver la problématique d' un compte-rendu Séance 11 - 13 : Application à ses recherches personnelles, rédaction d' un résumé ou d' un compte-rendu Séance 14 : Améliorer le texte Séance 15 : Présentation de sa recherche. Conclusion du cours					
成績評価の方法と基準／Grading Basis					
Présence et participation 40% Travail de rédaction 60%					
教科書, 参考書, 参照情報等／Textbook, Reference book, etc.					
教科書Le matériel de cours sera distribué sous forme de photocopies. 参考書Un dictionnaire est recommandé.					
連絡先／Contact Address					
meiwriting@ilas.nagoya-u.ac.jp, baumert@ilas.nagoya-u.ac.jp					
連絡事項／Notes					
Pour s' inscrire à ce cours, se référer aux instructions générales des cours d' Academic Writing (en particulier pour les dates de début des cours et les salles). Le statut d' auditeur libre est également possible sous condition.					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-RS-6-401-0	2017	Fall	Mon	4	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
Research Skills E-6 (Academic Writing & Logical Thinking in Chinese II)		盧 建		A12, Liberal Arts and Sciences Building A	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
本课程面向所有专业的学生开放。以具有中等以上汉语口头表达能力为佳。					
目的と目標／Course Objective					
思维能力决定了科学研究的水平以及学术论文的质量。这门课将以“思维・研究・写作”为主线，培养学生中文学术论文的写作能力。我们将从学生的实际出发，通过课程的系统训练，逐步引导学生建立汉语思维，并掌握汉语的语言习惯以及论文的写作技巧，以致达到能用中文发表论文的水平。课程设计以一年为单位，计划分为前期、后期两个阶段，前期是准备阶段，以批判性思维能力训练为主，围绕“思维・研究”展开；后期是实践阶段，以论文建构与写作为主线进行具体的指导与实践，争取在课程结束时，帮助学生完成一篇“名副其实”的中文小论文。					
内容と計画／Course Content					
1. 学术论文的精髓 / 文科论文与理科论文的同异比较 2. 论文的科学性、逻辑性与“征服性”的融合 3. 汉语的“意合性”语言特征与学术论文逻辑性的统一 4. 论文语言的“科学性”与“伦理性”（引用与抄袭） 5. 以“读者视角”建构论文 6. 推论 7. 推论演习 8. 立论与反论（1） 9. 立论与反论（2） 10. 谬误推理与诡辩 11. 论证演习 12. 简明概括中心论点 13. 根据论题确定研究方法 14. 撰写论文提要 15. 撰写“前言”和“结语”					
成績評価の方法と基準／Grading Basis					
(1) 出席次数在总课次的2 / 3以上； (2) 课堂表现					
教科書，参考書，参照情報等／Textbook, Reference book, etc.					
随堂布置					
連絡先／Contact Address					
lujian@ilas.nagoya-u.ac.jp lujian55578@hotmail.com					
連絡事項／Notes					
这是一个学习的课堂，也是大家练习学会发表以及学术交流的场所。课上学生们从自己的研究出发，互相启发，互相帮助，创设了一个很好的研究氛围。汉语非母语的学生，除了论文写作训练以外，还可以提高汉语的语言表达能力；中国留学生可以训练逻辑思辨能力以及提高论文的写作技巧。每周除了正常授课外，还有一节个别辅导时间，有需要的学生可以利用这个时间商谈论文或练习学会发表。总之，它就像一个“汉语之家”，欢迎更多的同学加入到我们的行列中。					

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-CD-5002-J	2016	後期／Fall	集中講義／Intensive Course		2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
体験型講義「マネジメント」		栗本 英和		エース・ラボS	
Workshop for Management Development		Hidekazu KURIMOTO		ACE Lab. S	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
体験型講義 1「リーダーシップ」と体験型講義 2「マネジメント」をセットで受講することを勧めます。					
Students are recommended to take both Workshop 1 “Leadership Development” and Workshop 2 “Management Development” as a set.					
This course will be taught in Japanese.					
目的と目標／Course Objective					
体験型講義は、研究分野の枠組を超えて求められる、リーダーシップ、マネジメント、チーム・ビルディング等に関する基本概念を体験を通して習得すると同時に、事例分析や比較分析を通して基本知識を体系的に学修することを目的とします。 とくに、マネジメントは抽象的な概念であるために、本質的な考え方や見方が誤認されやすく、勘と経験と度胸と呼ばれる現場での実践型訓練（OJT教育）が行われています。 本講義では、真の勇気と真の知性を備えた牽引者として、価値を創造し、現実解を創出するための基盤となる資質・能力を醸成を目指すため、研究分野を超えて共通するマネジメントとは何かを主題にします。類似した概念との相互比較や事例分析から、マネジメントの概念を深掘りし、Brainstormingによって組織的活動におけるマネジメントの概念と基礎知識を習得します。					
This hands-on course enables students to acquire through their experience some foundational concepts that are relevant across different research areas, such as leadership, management, team building etc. At the same time, this course aims for the students to systematically acquire such foundational knowledge with the use of case studies and comparative analyses. Especially, as management is an abstract concept, its essential approaches and perspectives are often misunderstood and individuals are trained on the job (OJT education) in the field, where one must rely on his/her intuition, experience and courage. This course aims to foster students’ competency or capacity that provide the foundation for creating value and real solutions as leaders with true courage and intellect. As such, this course will mainly consider shared aspects of management across different research areas. This course covers the concept of management in depth by comparing similar concepts and through case studies. Students will also acquire the concept of management in the context of organizational activities and its foundational knowledge through brainstorming.					
内容と計画／Course Content					
2-1 価値創造とマネジメントに関する基本知識と基本概念を、実例から学ぶ。 ○ 4つの理念：顧客本位、独自能力、人財重視、社会との調和 ○ 7つの観点：関係者からみた質、リーダーシップ、プロセス志向、対話による知の創造、全体最適、連携・協力関係、公正原則					
2-2 メンタル・モデルを形成する。 ○ Problem Based Learningによる経営シミュレータを使った因果モデルの構築 ○ 組織の経営や運営を想定した、経営者と実務者の見方や考え方の相違を体感					
2-3 ロジック・モデルを形成する。 ○ 部分最適から全体最適のマネジメントを通じた論理モデルの構築 例：二者択一を両立に変える対立ジレンマの解消クラウドの思考法					
2-4 Scenario Planningによる組織マネジメントを理解する。 ○ MBAで行われているケースメソッドによるプレーン・ストーミング 例：ボトムアップ型チームとトップダウン型チームの特性比較					
2-5 Strategic Planningによるイノベーション発動型思考プロセスを体験する。 ○ Project Based Learningによるイノベーション発動型ワークショップ 例：ビジネスモデルの企画・構想・評価と試作品製作ナレッジ・マネジメントの効用					
2-6 本講義で得た学修成果を共有する。					

- 2-1 Developing foundational knowledge and concept of value creation and management from actual cases
- 4 basic ideas: Customer centricity, Core competency, Valuing human capital, Harmony with society
 - 7 key points: Quality from the perspective of stakeholders, Leadership, Process orientation, Knowledge creation through dialogue, Overall optimization, Cooperative and collaborative Relationships, The principle of fairness
- 2-2 Forming a mental model
- Students will build a causal model using a management simulator through Problem Based Learning
 - Students will assume management and operation of an organization, and experience diverse viewpoints and approaches of managers and business professionals
- 2-3 Forming a logic model
- Students will build a logical model that considers management from partial and overall optimization
 - i.e. Conflict resolution using “the cloud” thinking process to go from trade-offs to coexistence in conflict or dilemma situations
- 2-4 Understanding organizational management through Scenario Planning
- Brainstorming using MBA case methods
 - i.e. Comparing the characteristics of bottom-up and top-down team structures
- 2-5 Using Strategic Planning to experience thinking processes that spark innovation
- The workshop will use Project Based Learning to spark innovation
 - i.e. Planning, Conception and evaluation of a business model; Prototyping; Application of knowledge management
- 2-6 Sharing the learning outcomes of the course

成績評価の方法と基準／Grading Basis

課題解決のための分析力・洞察力・対話力・評価力(60%), 講義への参画や態度(40%)

Students' capability for analysis, insight, dialogue and evaluation as demonstrated in the project (60%), Student participation and attitude in the lecture (40%)

教科書, 参考書, 参照情報等／Textbook, Reference book, etc.

講義のなかで示します。

Indicated during the lecture.

連絡先／Contact Address

教養教育院 栗本英和

kuri(at-mark)info.human.nagoya-u.ac.jp , ここで, at-mark を @にしてください。

H. KURIMOTO, Institute of Liberal Arts and Sciences

kuri(at-mark)info.human.nagoya-u.ac.jp , (at-mark) should be replaced with @.

連絡事項／Notes

○体験型講義は, 教養教育院が社会人からのニーズ調査に基づき, 社会人として国際人として真に求められる資質・能力を醸成する教育プログラムを, 担当講師, 受講生, 修了生が協働して開発を進めています。

○思考と想像する力を育む場である「エース・ラボS」に実施するため, 収容数に限りがあります。

※受講生の要望により, 10月~11月の土曜日に計4回の開講する予定です。詳細は掲示等で確認してください。

※アドバンスコースとして, 体験型講義3「チーム・ビルディング」で総合力を培い, 体験型講義4「エンプロイアビリティ」で博士後期課程に繋がる実践力を身につけます。

○The workshop course bases itself on the Institute of Liberal Arts and Sciences' needs assessment survey of working adults, and its educational programs - which foster competency or capability truly asked of a working adult and a global citizen - are developed through collaboration of lecturers and current and past students.

○This course has limited capacity as it is held in “Ace Lab S,” a place to foster one's capacity for thinking and imagination.

○The workshop for the training of “ability to convey information to be understood” will be delivered in collaboration with industry professionals and the university.

※As per student request, this course is scheduled to be held on Saturdays between October and November, for a total of four sessions. Please check the bulletin for details.

※As continuation of this workshop, students will take advance courses Workshop 3 “Team Building” to foster their ability for integration and Workshop 4 “Employability” to acquire practical skills that are relevant to the doctorate program.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-CD-5004-J	2017	後期／Fall	月／MON	5	2
科目名／Course Title		担当教員／Instructor		講義室／Class room	
体験型講義「エンプロイアビリティ」		河野 廉, 森 典華, 船津 静代, 栗本 英和 (協力: 玉井克幸リサーチ アドミニストレーター)		NIC館 (National Innovation Complex BLD) 2b階 212号室	
Workshop for Employability Development		Yasushi KAWANO, Norika MORI, Shizuyo FUNAZU, Hidekazu KURIMOTO (Collaborator:Katsuyuki TAMAI)		National Innovation Complex Building, 2nd Floor, Room 212	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
基礎段階として、体験型講義 1「リーダーシップ」、体験型講義 2「マネジメント」 実践段階として、体験型講義 3「チーム・ビルディング」					
Workshop 1 “Leadership Development” and Workshop 2 “Management Development” serve as the foundation to this course, and Workshop 3 “Team Building” serves as the practical application of this course. This course will be taught in Japanese.					
目的と目標／Course Objective					
体験型講義は、研究分野の枠組を超えて求められる、リーダーシップ、マネジメント、チーム・ビルディング等に関する基本概念を、体験を通して習得すると同時に、事例分析や比較分析を通して、その基本知識を体系的に学修することを目的とします。 本講義は、体験型講義のアドバンスコースとして、自らのキャリア・ライフを考え、多彩なキャリア・パスの中から自分に適した資質・能力を形成する糸口を掴むため、『座学』と『グループワーク (PBL) 』という形で進めて行きます。『座学』では、自己理解、基礎的スキル等を知り、その理解とスキルを「グループワーク」で、体感します。					
This hands-on course enables students to acquire through their experience some foundational concepts that are relevant across different research areas, such as leadership, management, team building etc. At the same time, this course aims for the students to systematically acquire such foundational knowledge with the use of case studies and comparative analyses. As an advanced course, this workshop will be delivered through “classroom learning” and “group work (PBL)” to provide students with an opportunity to consider their own professional life, and to figure out of how to develop suitable competency or capacity from a variety of career paths available to them. During the “classroom learning,” students will gain self-understanding and acquire foundational skills. The “group work” is then used to apply these understandings and skills.					
内容と計画／Course Content					
01. キャリア・デザインの必要性 02. グループワーク研修 (キャリア・デザイン) 03. グループワーク：スモールビジネスを対象としたPBL 04. グループワーク：産学連携・人材育成を対象としたPBL 05. ファイナンシャル・プランーライフ・プランに即した資金計画ー 06. 研究者になる為のスキルと準備ーアカデミック・ポジションへの道ー 07. 課題解決に向けた最終プレゼンテーションと評価 08. 自己理解の醸成と振り返り 09. まとめ					
01. The necessity of career design 02. Group work training (Career design) 03. Group work：PBL for small businesses 04. Group work：PBL for Industry-Academia-Collaboration & HR development 05. Financial planningーA financial plan that conforms to your life planー 06. Skills and preparation to become a researcher ーWays to land a position in academiaー 07. Final presentation and evaluation towards resolving the issue 08. Fostering self-understanding and review 09. Summary					

成績評価の方法と基準／Grading Basis

課題解決のための分析力・洞察力・対話力・評価力 (60%), 講義への参画や態度 (40%)

Students' capability for analysis, insight, dialogue and evaluation as demonstrated in the project (60%), Student participation and attitude in the lecture (40%)

教科書、参考書、参照情報等／Textbook, Reference book, etc.

講義のなかで示します。

Indicated during the lecture.

連絡先／Contact Address

学術研究・産学官連携推進本部 国際産学連携・人材育成グループ ビジネス人材育成センター 河野 廉
kawano(at-mark)aip.nagoya-u.ac.jp, ここで, (at-mark) を @にしてください。

Yasushi KAWANO,
Business Capacity Development Center, Academic Research & Industry-Academia-Government
Collaboration
kawano(at-mark)aip.nagoya-u.ac.jp
(at-mark) should be replaced with @.

連絡事項／Notes

○本講義は社会貢献人材育成本部・ビジネス人材育成センター、リサーチ・アドミニストレータ(URA) 室、
教養教育院との協働により、博士後期課程に注目した、実効性あるプログラムの開発を目指しています。
※体験型講義のアドバンスコースとして、体験型講義3「チーム・ビルディング」では総合力を、体験型講
義4「エンプロイアビリティ」では博士後期課程で求められる実践力を養います。

○This course aims to develop an effective program with focus on doctoral program, through
collaboration with Business Human Resources Development Centre of the Academic Research &
Industry-Academia-Government Collaboration's International Industry-Academia-Collaboration &
Human Resource Development Group, Office of University Research Administrators and Institute of
Liberal Arts and Sciences.

※As continuation of this workshop, students will take advance courses Workshop 3 "Team
Building" to foster their ability for integration and Workshop 4 "Employability" to acquire
practical skills that are relevant to the doctorate program.

コースナンバリング Course numbering	年度 Year	開講期 Semester	曜日 Day	時限 Period	単位 Credits
LAS-AC-5002-J	2017	後期／Fall	水	3	1
科目名／Course Title		担当教員／Instructor		講義室／Class room	
アクティブラーニングの技法		中島英博		全学教育棟本館C41	
Active learning methods for graduate student instructors		Hidehiro NAKAJIMA		C41, Liberal Arts and Sciences Main Building	
履修条件あるいは関連科目等／Enrollment Conditions, etc.					
関連科目：大学教員論（LAS-AC-5001-J）					
This course will be taught in Japanese.					
目的と目標／Course Objective					
授業の終了時に、参加者が次の知識・技能を身につけていることを目標とします。 1. アクティブラーニングの特徴と課題を説明できる 2. 学生の動機づけ、学生への問いかけ、議論の円滑な支援、学生同士の学習活動への介入などの方法論を獲得している					
At the end of the course, participants are expected to acquire following knowledge and skills, 1. understand the advantage and limitations of techniques for student-centered learning, 2. preform student engagement techniques effectively including (1) motivate students, (2) classroom questioning, (3) facilitate discussions, and (4) support peer learning.					
内容と計画／Course Content					
ナレッジ・スキルセッション（4 コマ） 模擬授業（アクティブラーニングの技法を取り入れたマイクロティーチング（3 コマ） リフレクションセッション（1 コマ）					
具体的な実施計画は、以下の通りである。 1. アクティブラーニングを理解する アクティブラーニングの特徴や課題、教授法の特徴を扱います。 2. 発問と指示で思考を刺激する 発問の類型を知ると共に効果的な与え方を理解し、実際に指導計画を立てます。 3. ディスカッションを導く 学生の議論を深い学習にするための準備と運営のスキルを理解します。 4. 学生を相互に学ばせる 学生同士での教え合いや協同学習の準備と運営のスキルを理解します。 5. 模擬授業1 これまでの技法を用いて、実際に授業を運営します。 6. 模擬授業2 これまでの技法を用いて、実際に授業を運営します。 7. 模擬授業3 これまでの技法を用いて、実際に授業を運営します。 8. アクティブラーニングの効果を高めるノウハウをまとめる 授業の内容と模擬授業の経験を振り返り、自分だけの教授法ノートをまとめます。					
成績評価の方法と基準／Grading Basis					
授業への参加・小課題（模擬授業を含む）60%と、期末レポート（教授法ノート）40%で評価します。					
教科書、参考書、参照情報等／Textbook, Reference book, etc.					
教科書：中井俊樹・中島英博・井上史子・小林忠資・西野毅朗（2015）『シリーズ大学の教授法3 アクティブラーニング』玉川大学出版部（初回の授業で配布します） 参考書：中島英博・榊原暢久・小林忠資・稲垣忠（2016）『シリーズ大学の教授法1 授業設計』玉川大学出版部					
連絡先／Contact Address					
nakajima@cshe.nagoya-u.ac.jp, 文系総合館517					
連絡事項／Notes					
この授業は、週複数回授業や授業の英語化にあわせて、将来TAが授業を担当する「TAセッション」担当者向けの研修プログラムとして位置づく予定です。					

リーディング大学院のコースワークに入っているもの

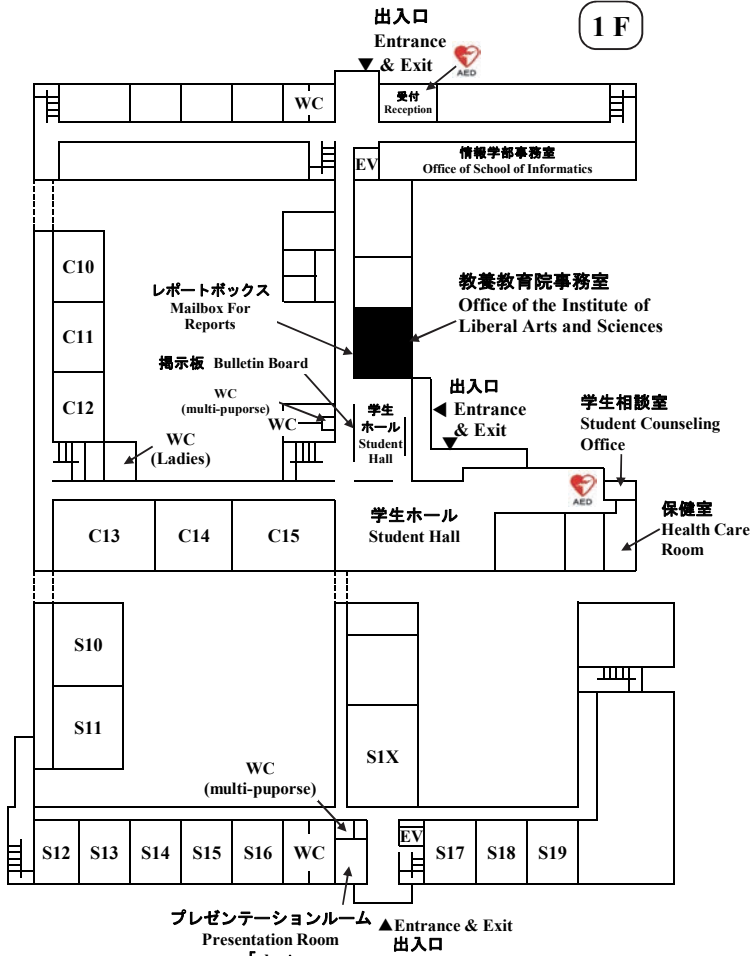
平成 29 年 4 月 1 日現在

プログラム名 授業科目名	PhD プロフェ ッショナル登 龍門	フロンティア 宇宙開拓リー ダー養成	グリーン自然 科学国際教育 研究	「ウェルビー イング in アジ ア」実現のた めの女性リー ダー育成	実世界データ 循環学リーダ ー人材養成	法制度設計・ 国際的制度移 植専門家の養 成プログラム
リサーチ・スキルズ A-1 Research Skills A-1		○	○	○	○	
リサーチ・スキルズ A-2 Research Skills B-1		○	○	○	○	
リサーチ・スキルズ B-1 Research Skills B-1		○	○	○	○	
リサーチ・スキルズ B-2 Research Skills B-2		○	○	○	○	
リサーチ・スキルズ B-3 Research Skills B-3		○	○	○	○	
リサーチ・スキルズ B-4 Research Skills B-4		○	○	○	○	
リサーチ・スキルズ C-1 Research Skills C-1		○	○	○	○	○
リサーチ・スキルズ C-2 Research Skills C-2		○	○	○	○	○
リサーチ・スキルズ C-3 Research Skills C-3		○	○	○	○	
リサーチ・スキルズ C-4 Research Skills C-4		○	○	○	○	
リサーチ・スキルズ C-5 Research Skills C-5		○	○	○		
リサーチ・スキルズ C-6 Research Skills C-6		○	○	○		
リサーチ・スキルズ D-1 Research Skills D-1	○	○	○	○		
リサーチ・スキルズ E-1 Research Skills E-1						
リサーチ・スキルズ E-2 Research Skills E-2						
リサーチ・スキルズ E-3 Research Skills E-3						
リサーチ・スキルズ E-4 Research Skills E-4						
リサーチ・スキルズ E-5 Research Skills E-5						○
リサーチ・スキルズ E-6 Research Skills E-6						○
体験型講義「リーダーシップ」 Workshop for Leadership Development	○	○	○	○	○	○
体験型講義「チーム・ビルディング」 Workshop for Team Building Development	○	○	○	○	○	
体験型講義「マネジメント」 Workshop for Management Development	○	○	○		○	
体験型講義「エンプロイアビリティ」 Workshop for Employability Development	○	○	○		○	○
大学教員論 Preparing Future Faculty			○			
アクティブラーニングの技法 Active learning methods for graduate student instructors			○			

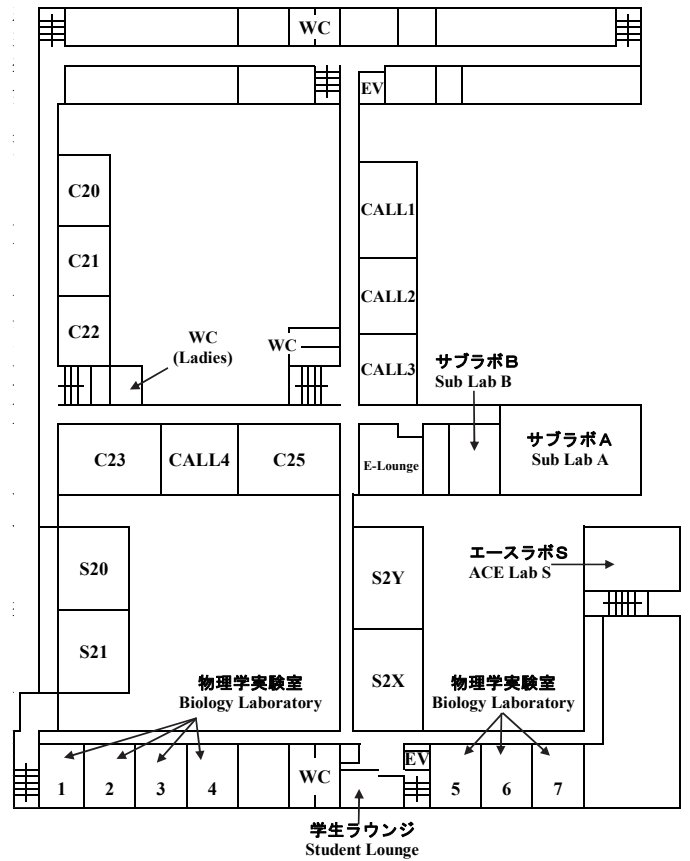
<全学教育棟本館(情報学部)>
<Liberal Arts and Sciences Main Building (School of Informatics)>



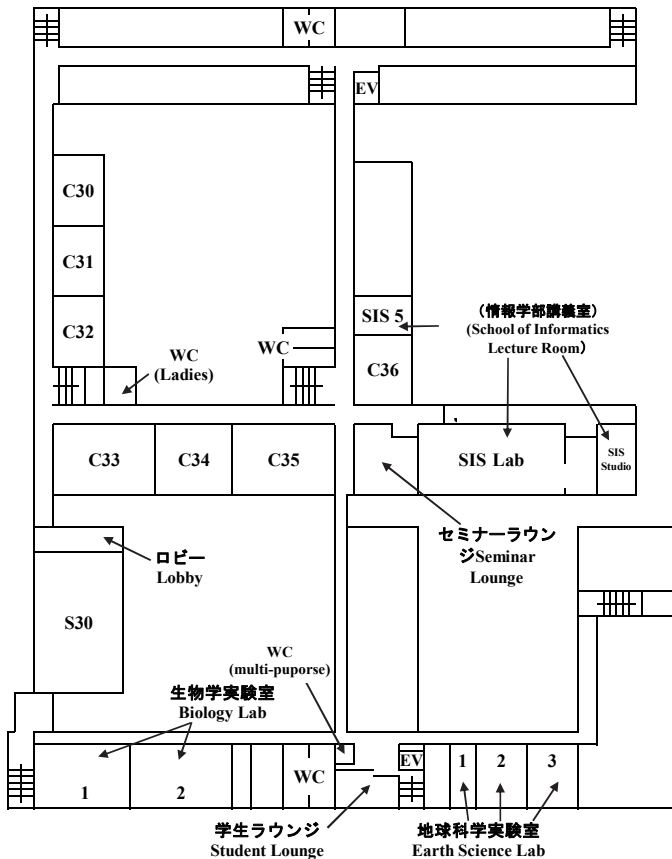
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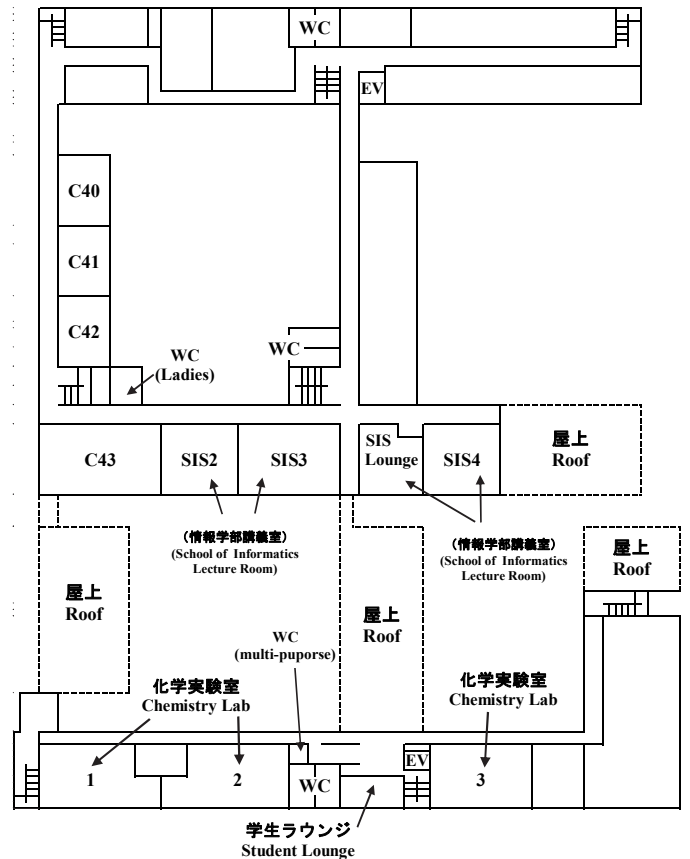
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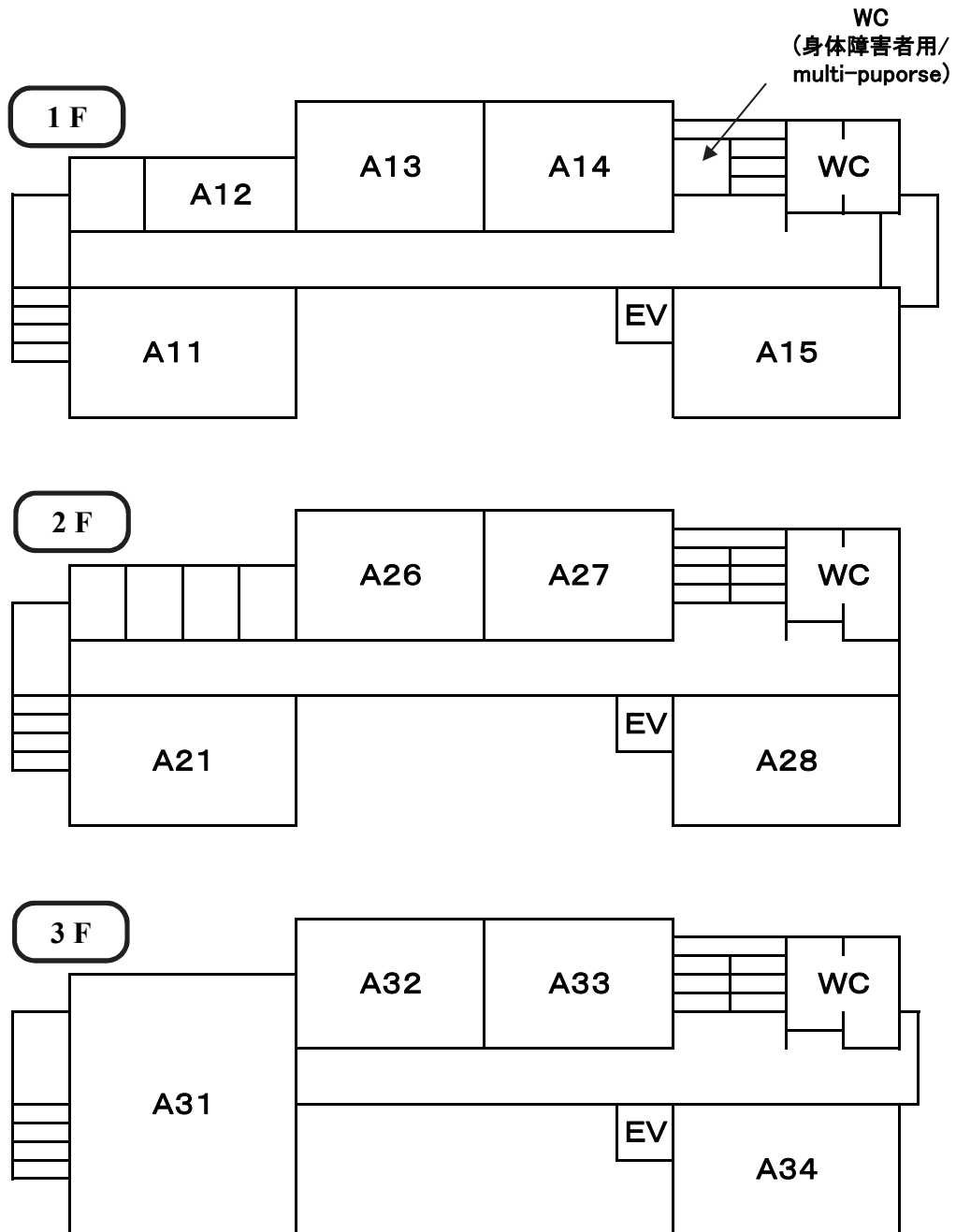
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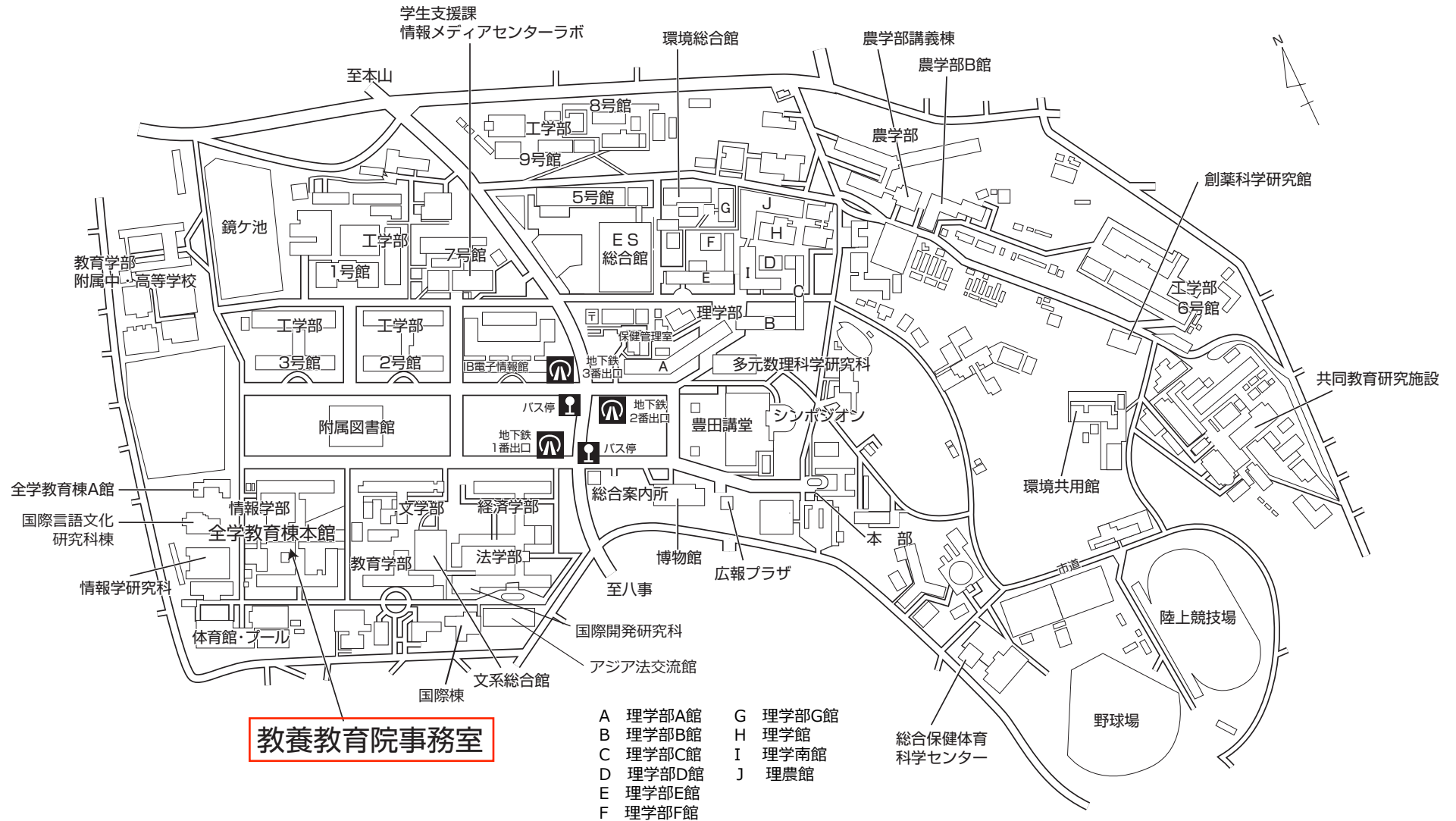
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＜全学教育棟A館＞
＜Liberal Arts and Sciences Building A＞



東山地区配置図



受講申請票 Registration Application Form

✂ CUT ✂

大学院共通科目 受講申請票 Graduate School Common Courses Registration Application Form	曜日 Day	時限 Period	授業科目名 Course Title				教員名 Instructor's name			
	研究科 Graduate School							フリガナ氏名 Name		
	学生番号 Student Number									
授業担当教員各位 当該学生の受講を許可されましたら、この受講申請票を受け取り控えとしてお持ちください。 なお、この学生は Web システムによる履修登録あるいは成績登録の対象外ですので、受講者 名簿等には記載されません。 成績報告表等は別途お送りいたします。 For Instructors If you permit the course enrollment of the student, please keep this "Registration Application Form" as an evidence of student's submission. Please note that the data of this registration application will not be reflect on the web system of the course registration or the grading system, so this student's name will not be on a student's list of your course. The grade report sheet will separately be sent to you.										

✂ CUT ✂

大学院共通科目 受講申請票 Graduate School Common Courses Registration Application Form	曜日 Day	時限 Period	授業科目名 Course Title				教員名 Instructor's name			
	研究科 Graduate School							フリガナ氏名 Name		
	学生番号 Student Number									
授業担当教員各位 当該学生の受講を許可されましたら、この受講申請票を受け取り控えとしてお持ちください。 なお、この学生は Web システムによる履修登録あるいは成績登録の対象外ですので、受講者 名簿等には記載されません。 成績報告表等は別途お送りいたします。 For Instructors If you permit the course enrollment of the student, please keep this "Registration Application Form" as an evidence of student's submission. Please note that the data of this registration application will not be reflect on the web system of the course registration or the grading system, so this student's name will not be on a student's list of your course. The grade report sheet will separately be sent to you.										

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大学院共通科目 受講申請票 Graduate School Common Courses Registration Application Form	曜日 Day	時限 Period	授業科目名 Course Title				教員名 Instructor's name			
	研究科 Graduate School							フリ ガナ 氏 名 Name		
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