

## Academic English Basic (AEB) 英語（基礎）

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### 【本授業の目的およびねらい】 Course description and goals

本授業は、学術的な英文に関する基礎的なリーディング能力とライティング能力の養成を目的とする。そのねらいは、研究拠点大学である名古屋大学の学生にふさわしい学術英語を使いこなす能力を身につけるところにある。論理的な英文のカギとなるパラグラフの構造に着目し、目的に応じて必要な情報をいかに読みとるか、また逆に、自分の考えをその根拠とともにいかに説得力ある論理的な英文に組み立てるかを学ぶ。将来、専門の論文を英語で読んだり書いたりする時に、指針となる英文構成法の基礎、および実際に役立つ英語表現を多く習得する。

### 【履修条件あるいは関連する科目等】 Related subject

Please refer to the English Department rules.

### 【授業内容】 Class contents

While the course consists of both reading and writing components, weekly classes will primarily focus on the latter. Folse et al. (2010) textbook will be used as follows:

Week 2 (April 22): Introduction to Academic English Basic

Week 3 (May 13): What is a paragraph (Unit 1)

Week 4 (May 20): The topic sentence (Unit 3)

Week 5 (May 27): Supporting and concluding sentences (Unit 4)

Week 6 (June 3): Paragraph review (Unit 5)

Week 7 (June 10): Developing ideas for writing a paragraph (Unit 2), Citing ideas

Week 8 (June 17): Definition paragraphs (Unit 6), Citing ideas

Week 9 (June 24): Narrative paragraphs (Unit 10), **Take-home essay 1 due**

Week 10 (\*June 28): Narrative paragraphs (Unit 10) \*補講

Week 11 (July 1): Narrative paragraphs (Unit 10)

Week 12 (July 8): Process analysis paragraphs (Unit 7), **In-class essay**

Week 13 (July 15): Process analysis paragraphs (Unit 7)

Week 14 (July 22): Opinion paragraphs (Unit 9), **Take-home essay 2 due**

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Week 15 (July 29): Opinion paragraphs (Unit 9), Course review

(August 5): **Take-home essay 3 due (to be submitted in a mailbox)**

Students are expected to write an in-class essay and three take-home essays (all one paragraph in length). References will be allowed for the take-home essays. However, plagiarized essays will face serious consequences. The above course plan is tentative and subject to revision during the semester, depending on students' progress and, to an extent, topics of their interest.

### 【成績評価の方法】 Evaluation

Gyutto-e (20%), Homework (10%), In-class essay (20%), Take-home essays (10%, 10%, 30%)

\* Final grades will be determined based on an absolute (not relative) achievement, taking into account marks (in percent) for all components listed above:

S : 100%~90%, A : 89%~80%, B : 79%~70%, C : 69%~60%, F : < 59%

### 【教科書】 Textbook

Folse, K. S., Muchmore-Vokoun, A. & Solomon, E. V. (2010). Great writing 2: Great paragraphs. Boston, MA: Cengage Learning.

### 【参考書】 Reference book

It is recommended that students bring an English dictionary (either electronic or paperback) to class every week.

### 【注意事項】 Notice for students

対面授業に加え、課外学習として、英語(基礎)用「ぎゅっとe」リーディングおよび英語(基礎)用「ぎゅっとe」リスニングを課し、その消化率に基づく評価を授業全体の評価の20%とする。なお、5回以上欠席をした場合、「欠席」の評価がつく。履修取り下げ制度は採用しない。

### 【担当者からの言葉】 Message to students

Across all topics and levels of teaching, I generally believe that the ultimate goal of teaching is to help students to develop self-confidence. I would like to stimulate students to find their own motivation for study and assist them in developing their own approach towards topics of their interest (in this case, English as a second language) so that they become an independent learner.

In order to achieve my ultimate goal of helping them to develop confidence and independent attitude, I would like to make it my common practice

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to review common sense and follow the principles and teachings in *The Seven Habits of Highly Effective People* (Covey, 1989). That is, I would like to make sure that students become/remain proactive by focusing on what can be controlled rather than what cannot be controlled, have specific goals in mind, and set their priorities straight to achieve what is truly important in the long-run. Because second language acquisition requires painstaking commitment, unlike acquisition of the first language, the proactive, ambitious, and independent attitudes are, I believe, particularly crucial. In assisting students to become mature by developing the above habits, I will be careful not to impose my own perspectives and will review my approaches and missions periodically so that I can understand issues with different paradigms in mind.

Last but not least, this course must be effective especially for those who did not bother to read my comments and for those who gave up reading halfway before reaching this line :) Students should be more confident in their English ability by perceiving their “English” glass to be half full, as opposed to half empty. I would like my students to celebrate what they have acquired so far and enjoy studying English.

**【本授業に関する参照ウェブページ】 URL of the website about your class**

[http://www.ualberta.ca/~kmiwa/Teaching\\_AEB2014.html](http://www.ualberta.ca/~kmiwa/Teaching_AEB2014.html)



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### Other Policies and Issues

#### Office Hours:

- If you need help with the course, I will be happy to help you before or after the class, or via e-mail ([kojimiwa4@gmail.com](mailto:kojimiwa4@gmail.com)). However, please note that (1) I will not re-lecture, and (2) I will never hand out any lecture material other than what you can obtain in class.
- If you have missed a class, please get notes/updates from your classmates and then come to see me, if necessary.

#### Email Policy:

- Because of the volume of emails that I may receive, “emergency” emails are not a good idea. However, I will try to get back to you within 24 hours.
- Likewise, I cannot always respond to messages on weekends. If you send a message late on Friday or during the weekend, there’s no guarantee I will reply before Monday.
- Make sure that the subject line contains a meaningful description of the email (not just “hi”), starting with “AEB” or “英語基礎”, for example.

#### Academic and Personal Conduct:

- You are expected to attend all classes and are responsible for all the information that appears in the assigned readings and that occurs during class time.
- Chronic lateness or early leaving are disruptive for both the lecturer and the rest of the students. Please avoid engaging in such behaviour.
- Cell phones must be turned off during class.